



GRADE 6 SOCIAL STUDIES





Social Studies 6

Unit 1

LESSONS 1-7



Social Studies 6
 Student Module
 Unit 1
 Lessons 1-7
 Alberta Distance Learning Centre
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This document is intended for	
Students	√
Teachers (Social Studies 6)	√
Administrators	
Parents	√
General Public	
Other	



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GRADE 6 SOCIAL STUDIES

Textbooks:

Greece: Discovering the Past
China, Our Pacific Neighbour
Nelson Intermediate Atlas

Welcome to Grade 6 Social Studies! This year you will be studying three interesting topics that are quite different.

Topic A: Local Government (no text needed)

Topic B: Greece – An Ancient Civilization
(text: *Greece: Discovering the Past*)

Topic C: China – A Pacific Rim Nation
(text: *China, Our Pacific Neighbour*)

In Topic A you will think about basic needs and how municipal, provincial, and federal governments take care of your needs. You will also study some of the things you can do to be a good citizen. In Topic B you will learn about the ancient civilization of Greece to see how people long ago met their needs. It will also give you the chance to discover things the Greeks have in common with our society today. In Topic C you will learn about China and find how people meet their needs in a culture quite different from our own. Be sure you have all the textbooks listed above.

Many of the special words you meet in each lesson will be in heavy print called **bold**. Look for these bold words in the **glossary** (which is like a dictionary) provided at the end of each lesson.

The course contains twelve **Art** exercises, which should be sent in with the Social Studies lessons. At the start of each lesson, see if there is an Art exercise in the lesson, so that you and your supervisor can plan ahead and get the necessary materials. Be sure you have received *The Elementary Art Book*, which will give you the information and suggestions needed to complete the exercises. Art projects which are not on flat paper (e.g. sculpture) might have to be mailed separately. If you are unable to mail these projects, please add a note for your marking teacher.

You will see that some of the exercises can be corrected by you and your supervisor at home. Other exercises will be sent in to be marked by your ADLC teacher. Read instructions carefully, and watch for the SEND FOR CORRECTION signs at the bottoms of pages. Those pages must always be sent to ADLC for correction.

Below are two symbols (icons) that you will see occasionally in the margins of your lesson pages.



This icon tells you that **you** can check and correct the exercise or questions you have just completed. Read the written instruction beside the icon. The answers are located at the end of each lesson. Go over them with your supervisor.



This icon suggests that you should get help from your supervisor for the question beside the icon. You might not need the help, but you should check with your supervisor.

Answer spaces are provided for most questions. If you need more space for an answer, you may use empty space near the answer lines or add paper of your own. The number of answer lines will give you some idea of how long an answer is expected. You should answer in **complete sentences** when there is enough space. However, when questions require listing or point form answers, or provide only one answer line, you do not have to use complete sentences.

Please note that the Social Studies course has fewer lessons than the other courses. However, each lesson contains seven or eight daily exercises, compared to five in the other subjects. If you complete one exercise each day, you will finish the Social Studies course at about the same time as the other subjects. When you finish a Social Studies lesson, send it in with your next mailing of other subjects.

Help! If you don't understand a question, you can call us free by dialing 310-0000 and asking for the Alberta Distance Learning Centre. Then ask for help with Grade 6 Social Studies. We hope you enjoy the course.

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**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the correct label attached must be enclosed with every lesson submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed Lesson Labels must be checked for spelling and address details.

Please advise the Alberta Distance Learning Centre promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and must be included on all correspondence with the Alberta Distance Learning Centre. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the lesson record forms in the space provided for student name and address.

Check carefully to ensure that the subject name, module number and lesson number on each label corresponds exactly with the lesson you are submitting.

Labels are to be peeled off waxed backing paper and stuck on the lesson record form.

Only one label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR ADLC USE ONLY	
Date Lesson Submitted _____	(If label is missing or missing)	Assigned Teacher: _____	
Time Spent on Lesson _____	File Number _____	Lesson Grade: _____	
	Lesson Number _____	Additional Grading E/R/P Code: _____	
		Name: _____	
		Graded by: _____	
		Assignment Code: _____	
		Date Lesson Received _____	
		Lesson Received _____	
Student's Questions and Comments _____ _____ _____		Student name and Address _____ _____ _____	
Lesson Number _____	LESSON LABEL (A vertical label is placed on the lesson record form.) Please verify and print label if for correct course and lesson.		
Module Number (if applicable) _____			
Course Name and Number _____			
Student File Number _____			
Bar Code (same information as above)			
Teacher's Comments _____ _____ _____		When revised labels are received, place the correct new labels on your Lesson Record Forms.	
St. Serv. 1441		_____ Correspondence Teacher	

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.

LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and lesson.

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

TOPIC A: LOCAL GOVERNMENT

In Topic A you will learn some information about government—how it works and how it affects you. As you can imagine, there is a lot to learn. You will need the *Nelson Intermediate Atlas*, but no other textbook. Let’s start right away!

LESSON 1: NEEDS AND GOVERNMENT

This lesson is an unusual one, called "Needs and Government" because it is about you and your **needs**, and the **governments** which attempt to meet your needs. At the end of the lesson we hope you will have a better understanding of both needs and government.

What do you already know about the topic? Think about that question. What do you want to learn? Write your ideas here.

My Feelings about Government

Sometimes teachers ask students general questions about a topic before they begin to study it. The teacher wants to have some idea about a student’s feelings and opinions. That is what we would like to do right now. There are no right or wrong answers for this exercise. There is something else that is unusual. We want you to mark your feelings about each statement on a scale that goes from 1 to 5. See the examples on the next page.

EXAMPLE 1:**My mother is very important to me.**

Yes		I am in between		No
1	2	3	4	5

If your Mother is an important person to you, you would circle number 1 which means your answer is a very strong YES. (There are no right or wrong answers.)

EXAMPLE 2:**I enjoy sports.**

Yes		I am in between		No
1	2	3	4	5

You may really like some sports but may dislike many others, so you circle the 3 because it is in between a strong yes and a strong no. (There are no right or wrong answers.)

EXAMPLE 3:**I like the summer time.**

Yes		I am in between		No
1	2	3	4	5

You may like almost everything about summer except weeding the garden and visiting your Aunt Mary, so instead of putting number 1 for a strong Yes, you would circle the number 2. (There are no right or wrong answers.)

The sentences on the next page are about **government**. You haven't studied government yet, so remember you are just giving your opinion from what you know about it now. Give it a try!

1. Only some people need government services.

Yes		I am in between		No
1	2	3	4	5

2. Most of my everyday activities do not involve government.

Yes		I am in between		No
1	2	3	4	5

3. Government means a group of people far away from me.

Yes		I am in between		No
1	2	3	4	5

4. Government is too complicated for me to think about.

Yes		I am in between		No
1	2	3	4	5

5. My family, friends, and neighbors can do everything for me with no need for government.

Yes		I am in between		No
1	2	3	4	5

REMEMBER – There are no right or wrong answers. These are your opinions about government.

You do not have to send this to your teacher, but you may if you wish. After we have finished our unit on government, I want you to read the sentences again to see if you have changed your opinions.

EXERCISE 1: Our Needs

What is a **need**? A need is something that a person wants or finds useful in order to:

- a) be physically healthy (such as food, shelter, clothing)
- b) feel safe and secure
- c) be accepted by others
- d) learn new things and be happy in life

Of course everyone has needs. People satisfy their needs in many different ways. Some needs are easy to satisfy. Some needs are hard to satisfy.

Read the story below about Jamie. Think about the needs that are described in the story. Remember the list of needs above. Fill in **a**, **b**, **c**, or **d** when you are asked to identify needs in the story. The first one has been filled in.

Jamie's Story

Jamie's father came home from the store with his arms full of groceries. Father and Mother began to prepare dinner. (What need is that? **a**) Jamie played with her little brother and told him that he was a good boy to put his toys away. (What need is that?) At the dinner table, Jamie described to her parents three new ideas she had learned in science class. She told them she had the second highest score on the math test. Jamie's parents praised her good work. (What need is that?) Jamie told her parents how two older children found a lost kindergarten student at school that day and took the little boy to his teacher's classroom. (What need is that?) After dinner Jamie's father drove Jamie and her best friend to their Girl Guide meeting. (What need is that?)



CHECK YOUR STORY ANSWERS AT THE END OF THIS LESSON

Needs are so important to us that we must have a very clear idea of what needs really are. We must also be aware of the different kinds of needs that exist. Let's look at three main kinds of needs.

1. **Physical needs** have to do with survival. Physical needs are things that our bodies must have in order to be healthy. We need food, clothing, a place to live, protection from dangers, and medical help when we are sick. It is easy to see why people work very hard to make sure we have all our physical needs satisfied.



2. **Psychological needs** are important too, but they may be a little bit harder to understand than physical needs. Psychological needs are **mental** needs – the need to learn new things, to feel good about ourselves, and to be good people who know right from wrong. Our school lessons and the lessons we learn in church are valuable ways we improve our lives and satisfy psychological needs. Since this section is difficult to understand, let's think of more examples of things we do to satisfy psychological needs, such as:

- going to the museum or seeing a play
- putting up a poster in your room
- looking up an important word in the dictionary
- returning a lost toy to its owner

3. **Social needs** are the third major kind of needs. Any needs we satisfy through working or playing with others are social needs. How many times a day do you do something with a member of your family or a friend in order to enjoy their company?

The chart below shows how our activities are related to our physical, psychological, and social needs.

THINGS WE DO TO SATISFY OUR NEEDS



1. What needs are important to you? Put a check mark (✓) in either the **YES** or **NO** column.

MY NEEDS	YES	NO
a. Having friends		
b. Having a warm home		
c. Having clean air to breathe		
d. Taking music lessons		
e. Being able to read and write		
f. Being able to play sports		
g. Having money to buy things		
h. Having a telephone		
i. Having healthy food		

2. Now, list TWO of your other needs that were not mentioned in question 1.

3. Look at the chart again. Which FOUR needs are most important to you? List the letters of the needs, starting with the most important.

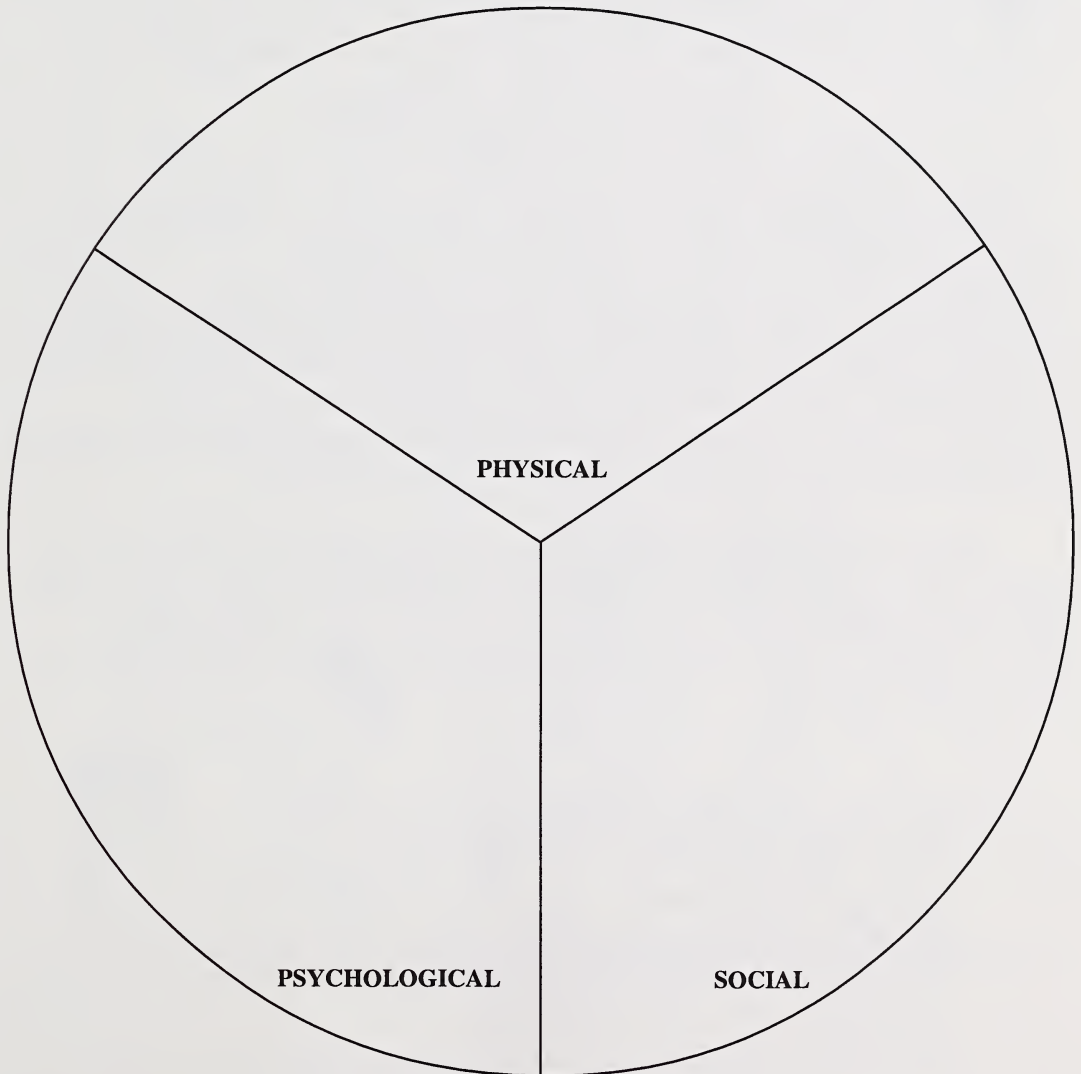
Needs such as **b**, **c**, and **i** in the chart are called **basic needs**, because you have to have them in order to survive and be healthy.



CHECK YOUR ANSWERS FOR QUESTIONS 1-3 AT THE END OF LESSON 1

4. Draw a picture of something that you do that fits in each group of needs in the circle below. Beside each picture write a few words explaining your drawing and how it relates to needs. Place your pictures in the circle below.

The Needs Circle



EXERCISE 2: Who Meets Our Needs?

Needs are important. We must satisfy them to be healthy, happy, and to live successfully with other people. Meeting basic needs helps us survive and live comfortably.

Remember Jamie's story? Remember the chart you completed describing your needs? How do we satisfy our needs? That is not an easy question, because our needs are satisfied in many different ways. Some needs might require more than one person in order to meet them. Let's look at an example from the chart:

- **Being able to read and write**

Who is involved in meeting that need? First – **you** are! You must want to learn and work hard at your studies. Secondly – your **parents**. Your parents must see that you go to school or do your lessons at home. They must pay money for your schooling. Thirdly – your **teacher**. A teacher must help you with new skills and ideas. A teacher also corrects your work. Fourthly – your **school board** and the **government**. These people must collect taxes, build schools, provide textbooks, supplies, and furniture, and make rules about proper schooling. The government and school board provide many services to help you.

What is a **service**? A **service** is an act or activity someone does to help or benefit someone. One example of a service that is very important to you is having **mail** delivered to your home. That helps you get lessons to your teacher and allows your teacher to send your corrected work back to you. What happens when postal service stops?

We have talked about needs a great deal. We know that:

- needs are important to us
- we have many different kinds of needs
- our needs are satisfied by ourselves, our parents, friends, people in the community, and GOVERNMENT

Some needs are very important to all of us, and at the same time they are very difficult for one person or one family to satisfy. Let's think of some examples.

Example 1: Health care services



Example 2: Police service



Government means people working together to satisfy difficult yet important needs, which are shared by many people.

1. Look back to the chart labelled MY NEEDS in Exercise 1. We talked about being able to read and write. Choose another need either from the chart or from your own list. Explain who would help you satisfy that need. Think about it carefully and don't forget anyone.

2. Here is a list of needs and services followed by a list of service **providers**. Match each need or service with its provider.

communication
recreation
healthy food

clothing
good health
worship

security
transportation

_____	doctors' clinics
_____	parks and playgrounds
_____	police department
_____	dairy farms
_____	churches
_____	telephone network
_____	highways department
_____	department stores

3. Choose ONE of the services mentioned in question 2. Pretend that the service is no longer available. Tell why it is very important. Explain what might be different or what might happen if we didn't have this service.



CHECK YOUR EXERCISE 2 ANSWERS AT THE END OF THIS LESSON

EXERCISE 3: What Is Government?

Yesterday you learned that government was formed to help people meet needs. Government involves leading people, helping people, protecting people, and organizing people.

People have needed government for many, many years. Let's find the small country of **Italy** on a map and learn about its early experience with government.



Early Government in Italy

Over many centuries, wandering tribal groups had moved down into what is now the country of Italy. They were mostly small farmers and shepherds. They lived in villages and each village was independent of the others. They liked to build their villages on high places. Perhaps this was so they could see an enemy approaching from a long way off and be prepared for battle.

The early Romans who lived in the country of Italy were **farmers**. They manufactured only what they needed for themselves. They were not great traders. Each Roman family owned a plot of land and made a living from it. A family would establish ownership of their land with the local government of the area so that the system of farming was planned and peaceful.

Because other people also wanted their location on the Tiber River, the Romans had to learn to defend themselves. A sense of duty was encouraged in each boy from the time he was very young. A boy was expected to help with the work of farming. Since his father knew much more about farming than he did, it was important for him to obey his father. He knew it was important to work, whether or not he wished to do it.

Roman girls were also expected to work very hard. They had to learn to grind wheat into flour, to spin and to weave. Preparing food and clothing for the family kept the women of the household very busy. A girl also needed to know how to run the farm because during war time, when the men were away fighting, the women had to do the farm work.



Early Rome was probably ruled by kings. A king of an early city-state was much like the father of a large family. He had the same **authority** over the people that a father had over the members of his family. The people of the kingdom showed the king the same respect that the members of a family showed their father.

The king directed the work of all the people. No one disobeyed him. That would have been like disobeying your father. There was no written law. What the king said was the law. Anyone who didn't obey the king was breaking the law. Of course, if the king changed his mind about what should be done, the law changed, too.

For many years Rome continued to be great. When the rulers were good and wise, the whole area was peaceful and prosperous. Good rulers made the cities more beautiful. They encouraged art, education, and philosophy. They encouraged the growth of the cities throughout the area.

Not all of the rulers were good and wise. Some of them were selfish or foolish. Some cared nothing about the safety or happiness of the people. They spent vast sums of money surrounding themselves with luxury, and enjoying themselves. They continued to tax the people and used the money for their own personal pleasure. They did not provide enough supplies for the armies that protected the empire. The armies of Rome became weak. The provinces were overtaxed and the people were uneasy.

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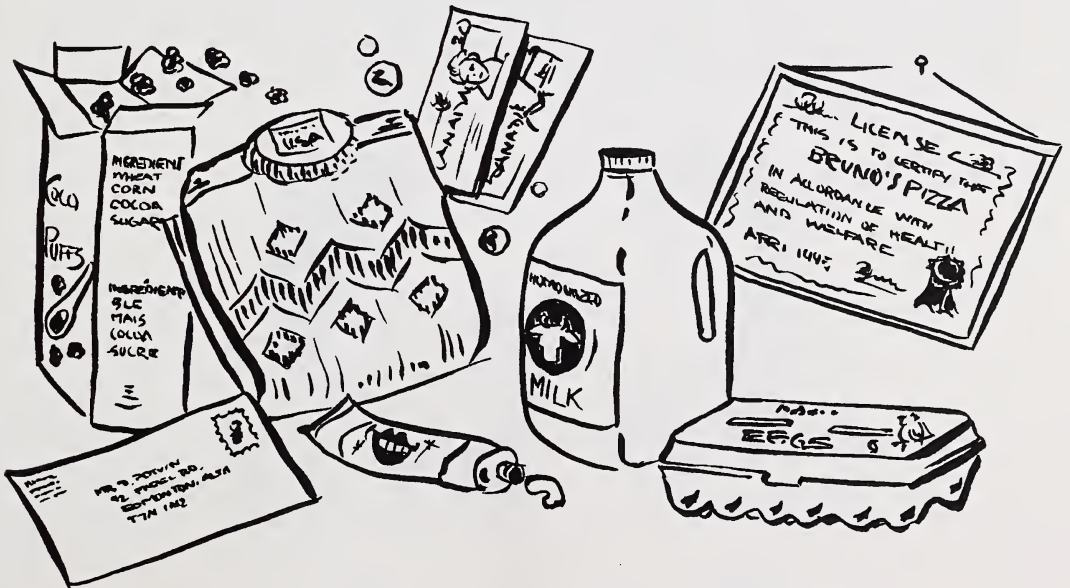
From the above reading, you learned why some form of government was necessary even long ago. You learned that some governments were good for the people and some were corrupt. The government helped the people organize themselves for self-defence. Government was necessary for agricultural planning, to advise farmers about the best planting times. The government helped to organize the workers so their labours would be most useful and productive. The Roman government helped to take care of communication and transportation needs as the empire grew larger.

Government was useful many years ago for the kind of life that existed, but how necessary is it today? Do you think government has anything to do with your daily life? See the next page.

Let's look at a typical morning of an average Grade Six student. It could be you!!

The Government Is Everywhere

At 7:30 a.m. the radio alarm goes off. As you lay there hoping for a few more minutes of sleep, the announcer tells about a bank robber who was captured by police last night. (The government provides **police service**. The government passes laws for the safety of all citizens.) You wash your face and brush your teeth. (The government provides **water services** and checks to see if it is safe. The government sets **standards** for soaps, toothpaste, and similar products.) You dress in an outfit that has one label from the United States and one label from Hong Kong. (The government sets **trade rules** for products from outside of Canada.) It is a chilly morning so your mother turns up the thermostat. (The government provides **power** and **electricity**.) For breakfast you have milk, scrambled eggs, and toast. (The government sets standards for food products and **inspects** them.) You decide to put some jam on your toast. The label on the jar is in English and French. (The government has rules for **labeling** products in both French and English. The label must also list the ingredients in the jam.)



You hear a snow plow go by your house because a lot of snow fell overnight. (The government is responsible for **clearing the snow** from streets, roads, and highways.) You must get busy working on your Social Studies lesson. (Your correspondence courses are written, printed, and corrected by a government department. The **postal service** that delivers your lessons is provided by government.) Your mother has agreed to drive you to music lessons after you have finished your lesson work. (The government has rules about **drivers' licenses** and car insurance. There are also rules for proper driving safety and speed limits.) Since you have finished all your chores for the week, you received your allowance. (The government produces all **coins** and **paper money**.) The government is involved in your life in many ways!

In summary, government sets the **rules** that allow people to live together in peace. Government protects the **rights** of its citizens. The government provides many important **services** to the people – water, electricity, schools, highways, health care. The government has contact with governments of other countries. These activities are things that people could not do by themselves.

1. You're going to help write a script for a short play or skit. There are two characters in the play – **Petri** and **Nicola**. They lived in Italy many years ago. Petri is a person who cannot understand the need for government and puts forth strong arguments against it. You are Nicola and will try to give good reasons why government is necessary for the good of the people.



Nicola

Petri

PETRI: Whenever invaders from other countries come to fight us, we just need to pick up weapons and fight back. How does having a leader (government) help us when we are in battle?

NICOLA: _____

PETRI: As farmers, we take and use the land we need, and grow what we want. We don't need the government to organize us. What has my farm got to do with anyone else?

NICOLA: _____

PETRI: If there are problems in the village, we solve them for ourselves. I know what I need. Why do I need to talk to others?

NICOLA: _____

PETRI: Well, Nicola, maybe you have convinced me that government has some benefits after all.

2. Some needs can be satisfied by families or the community. Other needs require help from the government in some way. Here are a list of things people do. Put the activity into the correct group below.

growing a garden
getting a fishing license
having a baseball team
enjoying a picnic
buying medicine
watching TV

babysitting with an older friend
going to a swimming pool
getting eye glasses
going to Sunday school
getting a hug from Dad
buying grapes from the U.S.

FAMILY/COMMUNITY

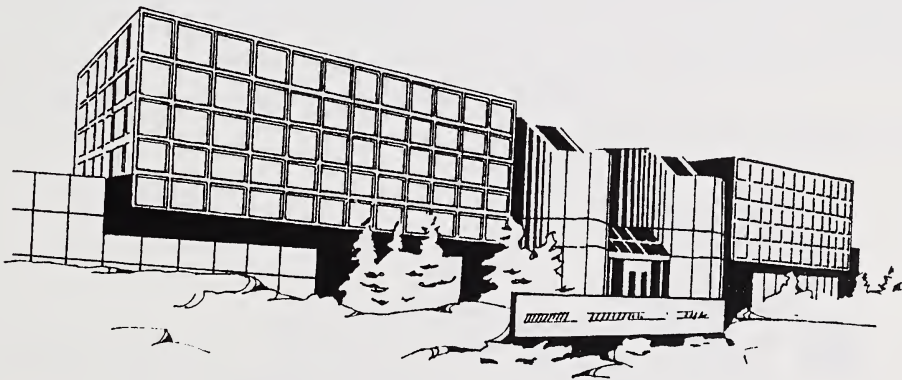
GOVERNMENT

EXERCISE 4: Government Services

Reread the story in Exercise 3 called **The Government is Everywhere**. How many government services were a surprise to you? List TWO that you didn't think you used.

1. _____
2. _____

Now, let us look at government services in a more organized way.

Types of Government Services**1. EDUCATION:**

ALBERTA DISTANCE LEARNING CENTRE

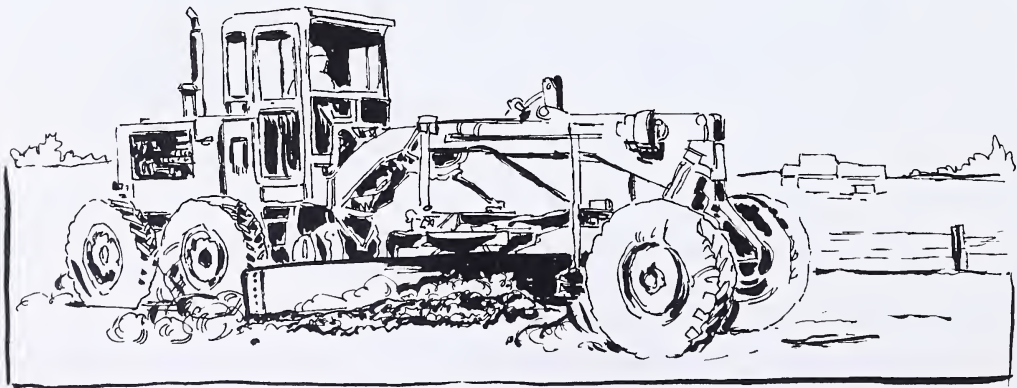
The government helps people learn new ideas through schools, libraries, universities, and other training institutions.

2. PROTECTION/SAFETY:



The government protects the people in many different ways. We have police service, fire departments, hospitals, health care, ambulance service, and the military to protect our country and its citizens. The government also passes many laws which citizens must obey, so that we live peacefully together.

3. TRANSPORTATION/COMMUNICATION:



The government offers many services to help people travel from place to place. We can also talk to and listen to people who may be far away. Here are a few examples – radio, telephone, television, post office, airports, railways, highways, and roads.

4. SOCIAL PROGRAMS:



Sometimes people do not have jobs so they can earn money to help themselves. The government may give them a little money each month for food, rent, and clothing until they can find a job. Many families receive government payments to help with family expenses. Old people are not able to work, so the government gives them a pension.



1. Study the picture above. List the things you see.

2. Relate the picture in question 1 to **government services**. What government services do you see evidence for in the picture?

EXERCISE 5: How Important Are Government Services?

We don't always agree on what a government should do. Just as conflict can come between two people, it can also come between groups within our country. Government works to settle issues that arise between groups in this country. Some services are more important to certain people. Having good kindergartens is important to parents who have young children. Good medical services for the aged are important to elderly people. Fair labor laws are important to workers. Each person wants services that are important to that person's life.

The government must decide which services to provide. There is only so much time and money to be used by governments. Sometimes services that we expect the government to set up can be better carried out by volunteers or other community groups. The government has limits on what it can do.

What responsibilities do you think government should have?

1. The following exercise is one which asks questions about government services. Read each question and **decide for yourself** whether you think that the government should be involved in that issue or not.

For each of the questions below circle **Y (YES)** or **N (NO)** if you feel strongly about each answer. If you are not certain of your answer, circle **U (UNDECIDED)**. This is not a test to find out what you know. There are no right or wrong answers. It is meant only to help you think about the role of government. You do not have to send in question 1, but you may do so if you wish.

- a. Should the government require that all people **have to** vote in elections? Y N U
- b. Should people under eighteen years of age be allowed to vote in a national election? Y N U

- | | | | |
|---|---|---|---|
| c. Should the government have the right to refuse a citizen permission to use a gun? | Y | N | U |
| d. Should children be required by law to attend school until they reach the age of sixteen? | Y | N | U |
| e. Should the government require that all food offered for sale pass inspection standards? | Y | N | U |
| f. Should people be required to have a license to drive a car? | Y | N | U |
| g. Should teachers be required by the government to pass tests to teach school? | Y | N | U |
| h. Should a person's medical expenses be paid by the government? | Y | N | U |
| i. Should the government control the sale of drugs that might be dangerous? | Y | N | U |
| j. Should the government build libraries, museums, and art galleries? | Y | N | U |
| k. Should the government have the right to decide which languages will be used in Canada? | Y | N | U |
| l. Should the government have the right to decide which persons from other countries should be allowed to immigrate (move to) Canada to live? | Y | N | U |

2. Students like to have some choice in what they do, so from time to time we will give you a choice of the questions you may answer. Four major government services were mentioned in Exercise 4. They were:
- Education
 - Protection/Safety
 - Transportation/Communication
 - Social Programs

Keep that information in mind as you answer the questions below.

Choose either Question A or Question B

Question A

Read the major government services once again. Write down the services in order of importance. When you say that one thing is more important than others, that thing is your **priority**. Set your **priorities** for the government services now.

Most important service: _____

Next most important: _____

Next most important: _____

Least important: _____

Explain why you picked the one you did as most important.

Question B

Read the major government services on page 29 once again. Pretend that the government does not have enough money for all of the services. What do you think would happen if we didn't have one of the services? Answer in sentences.

The service I am pretending we don't have is _____

What would happen?

- 3. Pretend you are attending a meeting in your community hall. A government official is holding an **information meeting**. The people in your community have been given an opportunity to ask questions about any **government service** that concerns them. Is your community concerned about problems like potholes in the roads or having enough police officers to keep the crime rate down? Close your eyes. You have a chance to ask **two** important questions. Think carefully. What **TWO** questions would you ask?

Teacher Comments and Acknowledgment

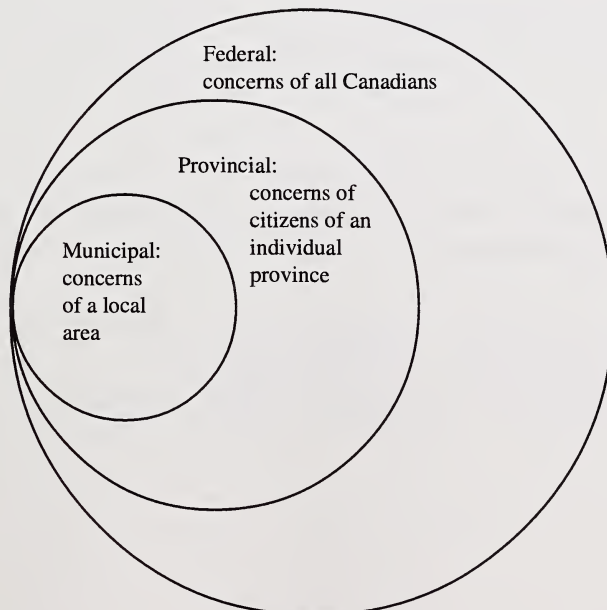
EXERCISE 6: Levels of Government

Canada is one of the few countries in the world to have **three** levels of government. Let us look at them one at a time and clearly explain the meaning of each one. We will begin with the one that is closest to you.

Local or municipal government means the government of the people of your **community**. A municipal government will look after the needs of the people in rural areas (counties), villages, towns, and cities. The local government looks after needs like water supply, sidewalks, roads, and fire protection.

Provincial government means the government of a **province**, such as Alberta. The government of the province looks after all the territory covered by Alberta. The needs that the provincial government is responsible for are quite different than the ones listed for municipal government. The provincial government handles services like hospitals, highways, education, agriculture, and the natural resources of our province, like oil and forests.

Federal government means the government for **all of Canada**. Canada is one of the largest countries of the world in the area that it covers. The needs that the federal government looks after are also big and important. What are some examples of federal services? There are many responsibilities, such as defence of the country, postal services, trade with other countries, taxation, and laws that govern the country as a whole.



What did you notice about each level of government we described?

Each level of government covers an **area of different size**.

Each level of government helps us to satisfy **different needs**.

Each level of government has **different responsibilities**.

This idea might be a little difficult, but let's try it: Each level of government has a different **jurisdiction**, which means the same thing as saying it has different responsibilities. Each level of government has authority over different areas and different services. Look up the word "jurisdiction" in your dictionary for pronunciation and meaning.

Sometimes two levels of government will look after the same kinds of needs but in a little different way. When this happens, we say the services **overlap**, which means that two levels of government look after the same or similar needs.

Why might it be a good idea to have some overlap? If more people are looking after your needs at more than one level of government, you will likely be sure that your needs are met.

Why might overlap be a bad idea? Well, it could lead to disagreements. It may also cause people to be confused about where to go for help.

Let's look at one need that stretches across all levels of government. One example is **transportation**. Here are examples of transportation services covered by the three levels of government:

- municipal government – keeping the snow off the roads
- provincial government – building highways
- federal government – looking after railways, airports, and shipping

Now it's time to do some detective work. Find your **telephone directory**. Many government services are listed there!

You can find information about municipal government by looking under a variety of headings – City of ... , or Town of ... , or County of If the specific services offered by your town , village, or county are not listed, you may have to phone the **town office** and politely ask the person you speak to if they can tell you three services that are provided by your municipal government. If you live in a city, there will be a list of services in the phone book.

Let's quickly review a few things to remember when using the telephone.

Remember to:

1. Write down the number and dial carefully.
2. Speak clearly.
3. Explain why you want the information for your assignment.
4. Have a pencil and paper handy to write notes.
5. Thank the person you are speaking to.

The provincial and federal government services will be easier to find. Look under the headings **Government of Alberta** (or another province if you are an out-of-province student) and **Government of Canada**. If you are outside Canada, you will have to discuss examples of services with your supervisor.

1. Did you notice anything different about the **Government of Canada** information?

2. Complete the chart below by filling in examples of **services** you have found in the phone book or on the phone.

GOVERNMENT SERVICES

Level	Service
Municipal	1. _____ 2. _____ 3. _____
Provincial	1. _____ 2. _____ 3. _____
Federal	1. _____ 2. _____ 3. _____



CHECK EXERCISE 6 QUESTIONS AT THE END OF THIS LESSON

EXERCISE 7: Government Levels and Political Regions

Maps have been presented in some of the earlier exercises of Lesson 1. Now you will be asked to do some actual map work. You will need your **Nelson Intermediate Atlas**.

We will begin by gaining information about Canada as a whole, which is linked to the **federal** level of government. The best map of Canada for our purposes is on pages 14 and 15. Notice the title at the very top of page 15 in the right hand corner. What does it say? **The Nation** means Canada, of course. Below the title is a list of seven items. The list of items is called a **legend**, which means an explanation of different symbols or colors that are used. A legend may be found in the corner of a map or may be placed below the map. Often a box is drawn around the legend. What is the first item on the legend? The **national capital** means the city which is the capital of Canada. That is where our federal capital is located. Can you find **Ottawa** in the province of Ontario, with a * beside it?

Next, can you find our province, Alberta, on the map? The second item on the legend is the **provincial or territorial capital**. For Alberta, you will notice that it is **Edmonton**. If you want a closer look at Alberta, check atlas pages 36-37. What is the title of this map? Where is the legend?

Using the big map of Alberta on pages 36 and 37, find your home. Is it in a city, town, village, or rural area? This is where your **municipal government** is found.

Now you have some map work to do. Use the map on the next page.

1. Choose a color and outline **Canada's border** with that color. (Make sure you do **not** include Alaska. To which country does Alaska belong?)
2. Locate **Ottawa**, place a * in that spot and print the name close by. Ottawa is the headquarters of our federal government.
3. Choose a different color and outline **Alberta's border** with that color.
4. Locate **Edmonton**, place a mark in that spot, and print the name close by. Edmonton is the headquarters of our provincial government.

5. Choose a third color and outline your **city, town or rural area**. Some of you may live in Edmonton, so outline Edmonton in that color. You will have both provincial and municipal governments located in one city. If you are overseas, locate the area in Alberta where you used to live.
6. Complete the **legend**, by filling in your outline color beside each region.



LEGEND

- | | |
|-------------------|--------------------------|
| Federal Region | <input type="checkbox"/> |
| Provincial Region | <input type="checkbox"/> |
| Municipal Region | <input type="checkbox"/> |

EXERCISE 8: Review

Lesson 1 covered a lot of new information. First we discussed the everyday **needs** people have. Our needs must be satisfied to keep us healthy, to help us feel safe, to help us feel accepted by others, and to help us learn new things. Our most important needs are called the **basic needs**. We also learned about **physical**, **psychological**, and **social** needs.

People require many different **services** in order to meet their needs. Our needs may be satisfied by **ourselves**, our parents, our friends, the **community**, and the **government**. Even long ago, people required a type of government to help them meet their needs.

You learned that the government provides services for you every day in many ways you may not even recognize. Major government services are: **education, protection/safety, transportation/communication, and social programs**.

We have three levels of government in Canada – **municipal, provincial and federal**. Each level of government offers different services, but sometimes they may **overlap**.

1. a. Turn back to page 4. Find the question "What do you want to learn?" What did you write in that space?

b. Now tell in your own words what you learned about **needs** and **government**.

2. What do you think is the most important **government service** you studied in the lesson? Why did you choose that one?

3. Read the following conversation and answer the question that follows it.

Molly: Most police I see work for the city. So they are employed by the local or municipal government. But then, there's the R.C.M.P., and they work for the federal government, don't they?

Kareem: Yes, they do. And there's police who work for the provinces, too. I used to live in Ontario, and they have the Ontario Provincial Police. Québec has its own police, too.

Shauna: So we have police working for every level of government. How come my parents are always saying there aren't enough police around?

Underline the best answer.

The conversation above shows that:

- a. there are not enough police around.
- b. most government services are supplied by local governments.
- c. government services, such as police, can overlap.
- d. police should only work for local governments.

4. Turn to the opinion questions on page 6 (My Feelings About Government). Read them again. Have you changed your mind about any of your answers? If you have, explain why.

5. Below is a chart with some of the words and definitions found in the lesson. In some cases the name of the word is given and you have to write in the definition. In other cases the definition is given and you have to decide what word is being described. Complete the chart.

Name of Word	Definition
basic needs	<hr/> <hr/> <hr/>
<hr/>	something which is considered most important
<hr/>	the level of government that looks after all of Canada
service	<hr/> <hr/> <hr/>
<hr/>	the level of government responsible for my local or home area

GLOSSARY

basic need	something that a person requires to be healthy and to survive
federal government	government for all of Canada
government	people working together to satisfy widespread and important needs
jurisdiction	responsibilities that are assigned to a certain group, such as a level of government
legend	an explanation of the symbols and colors used on a map or chart
municipal government	government of the people of your community
need	something that a person wants or requires to meet important goals
overlap	belonging to more than one group
physical need	something required by the body
priority	something which is considered most important
provincial government	government of an entire province
psychological need	something required by the mind
service	an act or activity that helps or benefits someone
social need	a need that is satisfied by contacts with others

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

Answers for Jamie's Story: a, c, d, b, c

Answers will vary for questions 1-3. Discuss your choices with your supervisor.

EXERCISE 2

1. This is student choice, and answers will vary. Help the student to think of as many providers as possible, and to realize that providers can come from the family, the community, or the government.
2. good health-doctors' clinics
recreation-parks and playgrounds
security-police department
healthy food-dairy farms
worship-churches
communication-telephone network
transportation-highways department
clothing-department stores
3. Answers will vary due to student choice. Help the student to think of a reasonable number of consequences, and to understand the cause-effect relationships.

EXERCISE 6

1. Government of Canada information is usually given in both English and French.
2. Answers will vary. Have your supervisor check the phone book with you. Examples of listed services are given below.

Municipal: Recreation Department
Fire Alarm
Water Treatment Plant

Provincial: Agriculture-Regional Office
Transportation and Utilities
Fish and Wildlife District Office

Federal: Health and Welfare
Revenue Canada-Taxation
Commissioner of Official Languages

LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Apply Lesson Label Here

Name	Address	Postal Code	

Please verify that preprinted label is for correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

LESSON 2: THE FEDERAL GOVERNMENT



THE PARLIAMENT BUILDINGS IN OTTAWA

In Lesson 1 you learned that government helps to satisfy some of our needs. Canada is one of the few countries with three levels of government. In Lesson 2 we are going to study the **federal** level of government, which governs all of Canada. We will begin by looking at **symbols** of Canada.

EXERCISE 1: Things that Bring Canadians Together

We have learned that in the early days the railroad, stretching all across Canada, brought people together. Many other things have made Canadians feel that they belong together even though they may live many miles apart in different provinces or territories of Canada. Think of some examples. Then read about some Canadian symbols below.

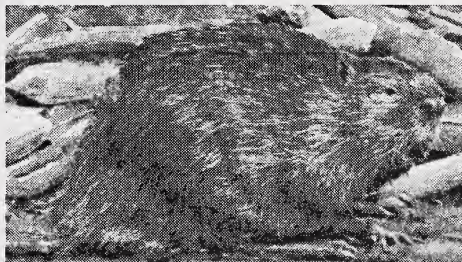


The arms of Canada are composed of a shield carrying the arms of England, Scotland, Ireland, and France in its four quarters with a sprig of maple leaves beneath. On top of the shield is the crest (a lion holding a maple leaf), and below it is the motto, "A mari usque ad mare" which means "from sea to sea", or from the Atlantic Ocean to the Pacific Ocean. A lion and a unicorn are holding the shield.

This crest is printed on all of Canada's paper money. Look at a five dollar bill and find the crest.

Canada has other important symbols that all Canadians respect. A **symbol** is a drawing or object which gives us a message or stands for something.

The animal symbol that represents Canada is the **beaver**. At the time of the early explorers, fur trading was very important.



The **maple leaf** is another important symbol that represents Canada. Maple trees can be found in many different parts of Canada. The maple trees in Québec and Ontario are particularly beautiful in the autumn of the year as they change into many vivid colours.

Each country of the world has a **national anthem** or a song that unites the people of the country. Our anthem is sung at many important functions. The music was composed by Calixa Lavallée (a French Canadian) and the words or lyrics were written by Sir Adolphe-Basile Routhier (a French Canadian). The English lyrics were written by Mr. Justice Robert Stanley Weir. Do you know the words from memory? Here they are in both English and French.

O Canada

O Canada! Our home and native land!
 True patriot love in all thy sons command.
 With glowing hearts we see thee rise,
 The True North strong and free!
 From far and wide, O Canada, we stand
 on guard for thee.
 God keep our land glorious and free!
 O Canada, we stand on guard for thee.
 O Canada, we stand on guard for thee.

O Canada! Terre de nos aïeux,
 Ton front est ceint de fleurons glorieux!
 Car ton bras sait porter l'épée,
 Il sait porter la croix!
 Ton histoire est une épopée
 Des plus brillants exploits.
 Et ta valeur, de foi trempée,
 Protégera nos foyers et nos droits.
 Protégera nos foyers et nos droits.



The Canadian Flag: Finding Facts and Opinions

We often hear people talk about facts and opinions. What does each word mean? A **fact** is a true statement about something. It is accepted as true by most people. An **opinion** is a statement which expresses a person's position or feelings, but which is not necessarily true.

Let's try some examples.

FACT: Tuesday is the day of the week that comes before Wednesday.

OPINION: Tuesday is the very best day of the week because I get to visit my best friend.

Can you see the difference in the two statements?

FACT: Barbara is a girl. She has brown hair, brown eyes, and is ten years old.

OPINION: Barbara says silly things and acts like her ideas are better than mine.

There are many facts about our flag. Some people feel strong emotions about the flag so there are many opinions, too. Let's read about the flag, watching for facts and opinions.

Our Proud Flag

The Canadian flag has an interesting history. A law was passed in the winter of 1965 to give us a new flag. That makes our flag over thirty years old. The maple leaf has been one of Canada's symbols for many years. In 1921, King George V made red and white the official colours of Canada.

Many people loved the flag we had before this one and they thought we should not change. Some people felt that the new maple leaf flag did not show our heritage. Our flag can be seen on many flag poles at government buildings and at schools. It might take many years for our flag to be accepted by all Canadians.



1. Pretend you are describing Canada's flag to someone who has never seen it before. What would you say?

2. a. In the story "Our Proud Flag", choose one statement that is a **fact**.

FACT: _____

- b. Choose one statement from the story that is an **opinion**.

OPINION: _____

Our Monarch

Besides the flag, anthem, motto, and symbols, we have a **Queen** who helps to unite Canada. The Queen is Canada's head of state. Our Queen is Her Majesty, Elizabeth II, who is also queen of the United Kingdom and other Commonwealth countries. Queen Elizabeth lives in London, England but has visited Canada many times. She has been our queen since 1952. How many years has that been?

Besides our national anthem, we also have a **royal** anthem.

God Save the Queen

God save our gracious Queen!
 Long live our noble Queen!
 God save the Queen!
 Send her victorious
 Happy and glorious, Long to reign over us,
 God save the Queen!



3. Do you have a suggestion for a **symbol** that would be a good choice for Canada? Try to choose one that was not mentioned in the lesson notes. If you cannot think of an example, use one that was described in the notes and explain why you think it is a good one.

4. Map Work. Your task is to locate the **United Kingdom** on a map. Then tell which ocean separates Canada from the United Kingdom (the Queen's home country). First, turn to the map **Canada and the World** on pages 54 and 55 of your atlas. Locate **Europe**. Then on pages 56 and 57 find the **United Kingdom**, which is one of the countries of Europe. Finally, turn back to pages 54 and 55 to find the name of the ocean which separates Canada and the United Kingdom. Write the name below.



CHECK YOUR EXERCISE 1 ANSWERS AT THE END OF THIS LESSON

EXERCISE 2: The Heart of Our Federal Government

Ottawa-Hull: Our Beautiful Capital

Many years ago, the government buildings of Canada were in Montréal. They were burned down and a decision was made to have a new capital. **Ottawa** was chosen for several reasons. Most of the population was in central Canada so it made sense to choose a city in that area. Ottawa was the city farthest away from the border of the United States. Why was that important? Well, Canada and the United States were fighting at the time so it was considered a safe choice. Ottawa was located right on a major river, the Ottawa River, and that fact was important for transporting supplies. Ottawa is a Native word that means "a trading place".

Our present day Parliament buildings and many of our federal government buildings are located in Ottawa, Ontario on the south side of the river. On the north side of the Ottawa River in Québec is the city of Hull. Some government offices are located there as well. Since the two cities are so close together, they are sometimes thought of as a single city, called Ottawa-Hull.



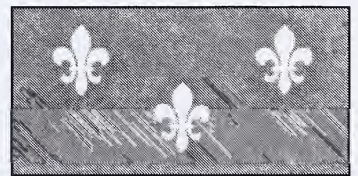
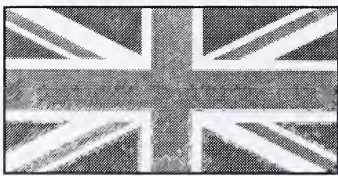
Ottawa is in the foreground, and Hull is in the background. Can you find the Parliament buildings?

Canada's Parliament buildings are located on Parliament Hill, very close to the Ottawa River. The main building is where our elected representatives meet, in a huge room called the **House of Commons**. The **Senate** also meets in the main building. These two groups of people make government decisions that affect everyone in Canada. The central part of the Parliament buildings has a tall **Peace Tower** which is part of the main entrance to the building. A Canadian flag flies from the Peace Tower. There is also a large clock in the tower. Turn to page 1 of this lesson. Locate and label the Peace Tower. There is a light on top of the Peace Tower. The light is turned on when Parliament is in session.

The Parliament buildings were constructed in 1866. Since that time there has been a major fire, but the Parliament buildings were rebuilt because they are very important to the people of Canada.

The Story of Our Languages

In Grade Five you learned about our early settlers. Many of the first settlers were French and lived in the area that is now our province of Québec. Many English settlers also arrived and established farms in Ontario. Since French and English settlers were the first European pioneers in Canada, they are labelled the first, or **founding**, countries.



Often when we talk about two things we use the letters **bi**, which means two. For example, a **bicycle** has two wheels. We say that Canada is a **bilingual** country (bi=two; lingual=language) because we have two main languages. Canada's two official languages are **French** and **English**. Remember when you were doing research in the phone book to find federal government services? The information was written in English and French.

1. Why did our political leaders choose **Ottawa** as the capital of Canada?

2. Suppose the early Canadians decided not to choose Ottawa as the capital of Canada. Suppose you had a chance to get your home town selected. To win the great honour of having your town chosen, you must list **three** strong reasons why it would be a good choice. (Since your home town probably didn't exist in 1866, look at your town as it is today when you are talking about advantages.)

3. Canada is a **bilingual** country. What does that mean?

4. a. Do you think making Canada **bilingual** was a wise choice?

b. Support your answer, giving at least one good reason.

5. Suppose Canada decided to have **many** official languages. Whenever people moved to Canada and had a different language than English or French, we would add on that language, too. What might happen?

EXERCISE 3: How Is Parliament Organized?

Our Governor General

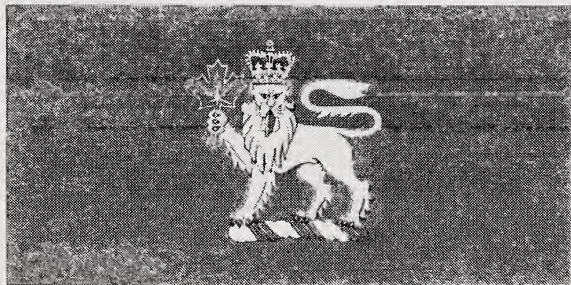
In Exercise 1 you learned that Canada has a Queen. The Queen only visits Canada on certain occasions. The Queen appoints someone to **represent** her at all times in Canada. This person is called the **Governor General**. A new Governor General was appointed in February, 1995 for a five year term of office. His name is **Romeo LeBlanc** and he is from the province of New Brunswick.

What are some of the **duties** of the Governor General?

1. He calls Parliament into session. Parliament is the meeting of the elected representatives of the Canadian people from all across the country.
2. He reads the opening speech when Parliament begins. This is called the Speech from the Throne.
3. He gives approval to all laws passed by Parliament.
4. He appoints judges.
5. He attends many official events and special ceremonies all across Canada.
6. He welcomes foreign leaders of other countries to our country.

Are all Governor Generals men? Most of them have been men, but one lady was recently a Governor General. She was **Madame Jeanne Sauvé**.

The
Governor General's
Flag



What Is Parliament?

We have talked about Parliament in the previous section. Now let's take a closer look. Parliament has three main parts. They are the Governor General, the House of Commons, and the Senate.

1. The **Governor General** is part of Parliament, representing the Queen.
2. The **House of Commons** is the biggest section of Parliament. All adult Canadians may vote in a federal election for people to represent them. These elected representatives meet in the House of Commons. There are **295** men and women elected from all across Canada.

If you look at the map of Canada on pages 14 and 15 of your atlas, you can see the ten provinces of Canada. Canada also has two **territories** in the north called the Yukon and Northwest Territories.

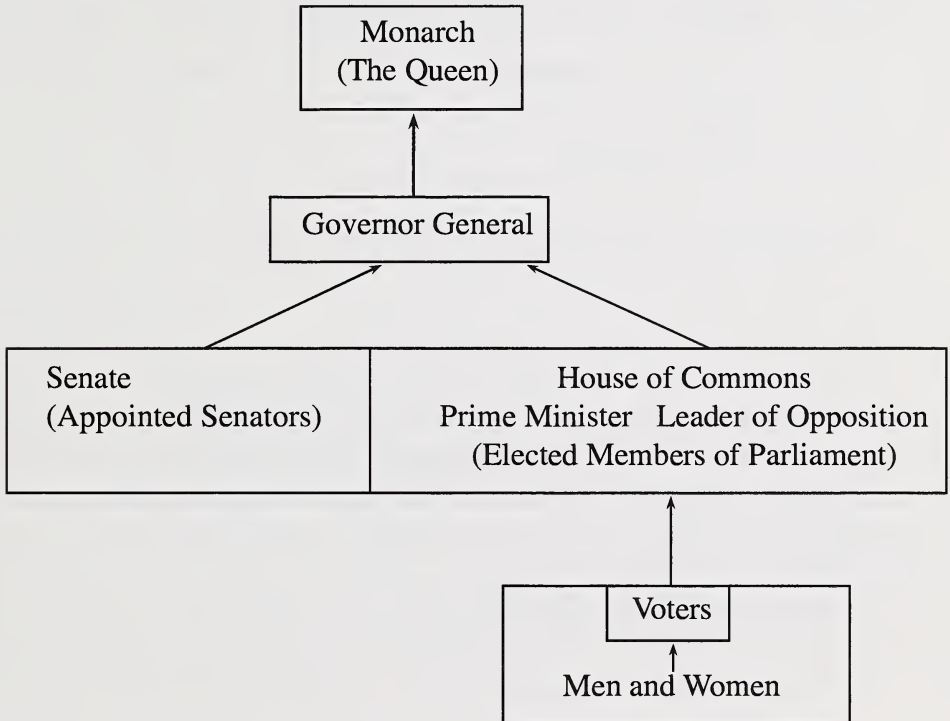
Let's see how the 295 representatives are divided up among the provinces and territories:

MEMBERS OF PARLIAMENT

Ontario	99	Nova Scotia	11
Québec	75	New Brunswick	10
British Columbia	32	Newfoundland	7
Alberta	26	Prince Edward Island	4
Saskatchewan	14	Northwest Territories	2
Manitoba	14	Yukon	1

You have noticed that some provinces are allowed to send more elected members to Parliament than others can. Is that fair? The number of members for each province depends on the number of people in the province. Ontario and Québec have much larger populations than the other provinces. That is why they have so many more elected members. Representation in the House of Commons is based on **population**.

- 3. The third major section of Parliament, and the second largest, is the **Senate**. At this time Canada has **104** Senators. They are not elected but are appointed by the Prime Minister. The Senators can keep their positions until they retire if they want.



Why do we need so many people to run our government? First of all, Canada is a very large country. Second, the laws that are made by Parliament will affect a lot of people so they must be discussed and passed very carefully.

The House of Commons will vote on an idea for a new law, called a **bill**. If it is accepted, the bill will go on to the Senate where the Senators will study it to see if it should be accepted. Finally the Governor General must give royal approval. Then this idea or bill becomes a law for all Canadians to obey. You will hear more about the topic of bills in Exercise 6.

1. Our Parliament has three main sections. List them below.

2. Pretend you are the **Governor General** of Canada. Check carefully the list of duties he must perform. Which one of the duties do you think you would enjoy most? Explain why.

3. To answer this question, use only the chart entitled **Members of Parliament** (page 12). Do not look up population numbers. Remember that the number of members is based on population. Which province in each pair below has the larger population?

a. Newfoundland or Manitoba: _____

b. Nova Scotia or New Brunswick: _____

c. British Columbia or Alberta: _____

4. a. There are 295 Members of Parliament in total. How many members are there in **half** of the House of Commons? (Since you are dividing an uneven number, you will have to round it up by one.)

b. Which two provinces joined together would have more than half of the members in the House of Commons?

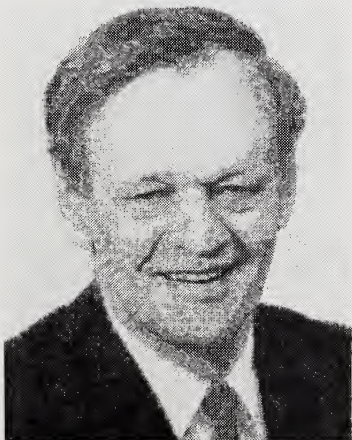


EXERCISE 4: Elections – Time to Vote!

Think about the last time you had a chance to vote for something. Maybe your mother asked if you would like a chocolate or white cake for your birthday. Maybe all your family members had a chance to tell what they would like to do on vacation and then a choice was made after everyone gave an opinion. That's kind of the way voting works when people are electing men and women to represent them in municipal, provincial, or federal government.

Canada is a **democracy**. Democracy means that people are free to vote for people or ideas they like best, and whoever gets the most votes wins. We do not use force to control the decisions of people. We have the opportunity and the freedom to make up our own minds. We also respect the opinions of others who don't vote the way we do.

Members of Parliament usually belong to one of the political parties, although they have a democratic choice to simply be an **Independent** Member of Parliament and not belong to a party. The main political parties of Canada are: the Liberals, the Bloc Québécois, the Reform Party, the New Democratic Party, and the Progressive Conservatives. In the last federal election, the Liberal Party elected more representatives than any other party, so the Liberal leader became the Prime Minister of Canada. Our present Prime Minister is **Mr. Jean Chrétien** from the province of Québec. Since he holds the highest office in Canada, he is given the respected title of "Right Honourable".



The Right Honourable Jean Chrétien

The Excitement of an Election

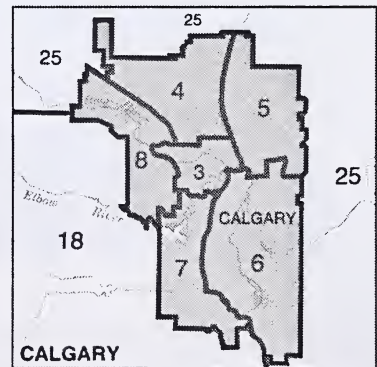
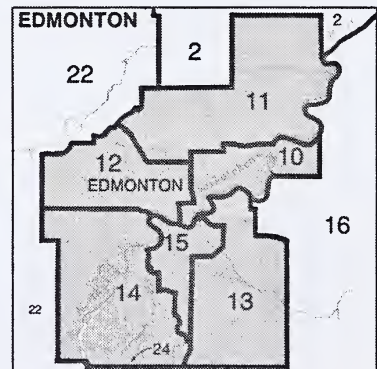
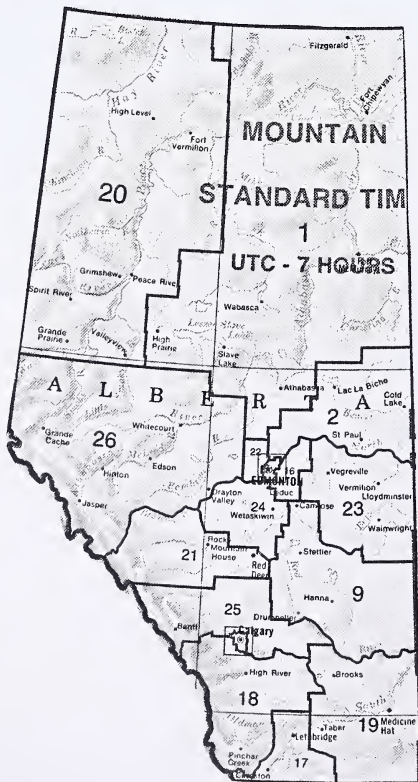
In Exercise 3, we learned there are 295 Members of Parliament (MPs). Each one represents a certain area or district called a **constituency** or **riding**. Each constituency contains about 80 000 people. If you live in Edmonton or Calgary, find out how many people your football stadium will hold. Would 80 000 people be able to fit into all the seats? How many of the 80 000 people would be left over to crowd onto the field? If you live in a small town or in the country, how many people live in your home town? How many towns of that size would it take to make a constituency of 80 000 people?

Let's say your town has 4000 people.

$$80\ 000 \div 4000 = 20\ \text{towns}$$

It would take 20 towns of that size to make 80 000 people.

A **rural** riding usually covers a large area and contains several or many communities. A city, or **urban**, riding, has a much smaller area, but a higher **population density**. A large city contains several ridings.



Now you know why it is so important to vote carefully, because the person you elect to the federal government represents **many** people! When Members of Parliament are elected, they hold that office for up to 5 years. At that point it's time for another election to be called so people can decide again who they will support. The person who is elected as Member of Parliament must represent all the people in the constituency and not just the people who voted for him or her.

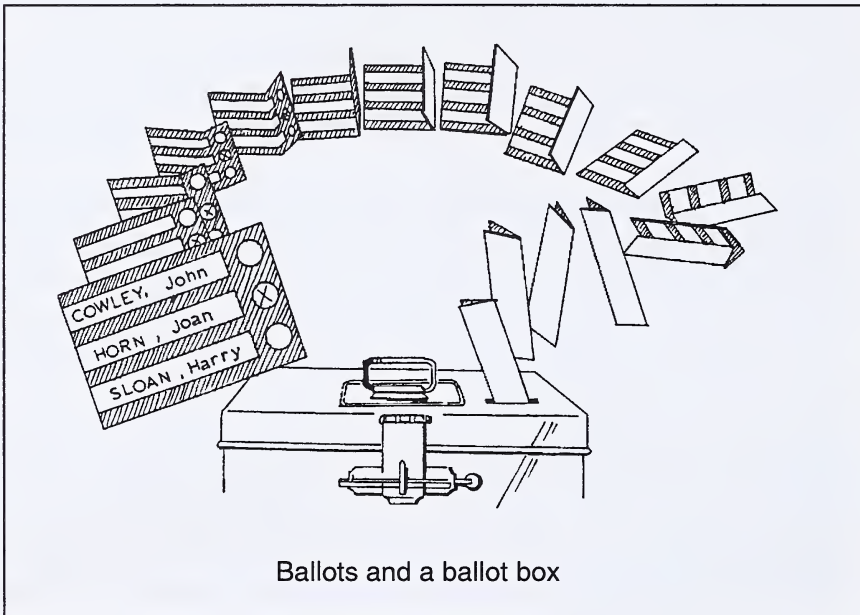
Let's follow the steps to show what happens during an election.

1. The Prime Minister asks the Governor General to call for an election. A date is set.
2. The political parties select (**nominate**) the people who will run for their party in each constituency. These people are called **candidates**.
3. Election workers (called **enumerators**) stop at every home to see who is allowed to vote. The election worker asks for the names of people in each home who are:
 - Canadian citizens
 - 18 years of age or older

All of these names go on a **voters' list** and these people are allowed to vote on election day. Have the rules about who can vote changed? Yes indeed! At one time only men could vote, not women. Another change was in the age of the voters. At one time a person had to be twenty-one years old before they could vote in an election.

4. Meetings (called **forums**) are held, where all the candidates discuss their views and tell the voters why they would be good representatives. Candidates may also call at your home to talk to the voters in person. They may put up posters or talk on radio or TV. **Campaign** means all the things a candidate will do to try to win votes. An **election campaign** may last from three to eight weeks. There are many rules to follow so that the election will be fair for all of the candidates.

5. On Election Day, certain buildings (often schools or community halls) are prepared as voting places, called **polling stations**. Election workers spend the whole day at polling stations to make sure everything runs smoothly and fairly. They take with them a **voters' list**. They have **ballots**, which are pieces of paper with all of the **candidates' names** written on them. Voters mark their choices on the ballots. They have a voting booth so the voter can vote in private without anyone to bother him or her. After people have voted, they fold their ballots and put them in the **ballot box**.




6. At the end of Election Day, the election workers count all the ballots to see who wins.
7. That evening, all across Canada, people are watching TV or listening to the radio to find out who their representative will be. The voters also want to know which political party had the most members elected because that political party will control the government, and the leader of that party will be the Prime Minister of Canada.

1. Finish the following sentences with the correct names.

- a. Speaking at forums, visiting the houses of the voters, and giving advertisements on radio and TV to get votes, are all examples of

- b. Liberal, New Democratic, Reform, and Progressive Conservative are all examples of

- c. Voting booths, ballots, and a list of voters are all items found at a

- 
2. Who is the Member of Parliament for your constituency? Which political party does he or she belong to? If you don't know, ask your parents or another adult who may know the answer. If you need extra help call **Elections Canada** at 1-800-267-8683. Remember the rules for telephone manners in Lesson 1. If you live outside of Canada, try to find that information for your home constituency in Canada.

My Member of Parliament is

The political party my MP represents is



CHECK QUESTIONS 1-2 AT THE END OF THIS LESSON

3. Pretend you have decided to enter an election to be a Member of Parliament for your riding. You want to do your best to be elected. For this question you have a choice of things to do.

Choose either Question A or Question B

Question A

You are a candidate hoping to be elected. You attend a **forum**. You want to give people some good reasons why they should vote for you. Do you do things for your community? Would you work hard? Are you fair and honest? Write three or four ideas of your own that you would mention in a speech. Begin by stating your name.

Campaign Speech (Use the next page if you need more space.)

Question B

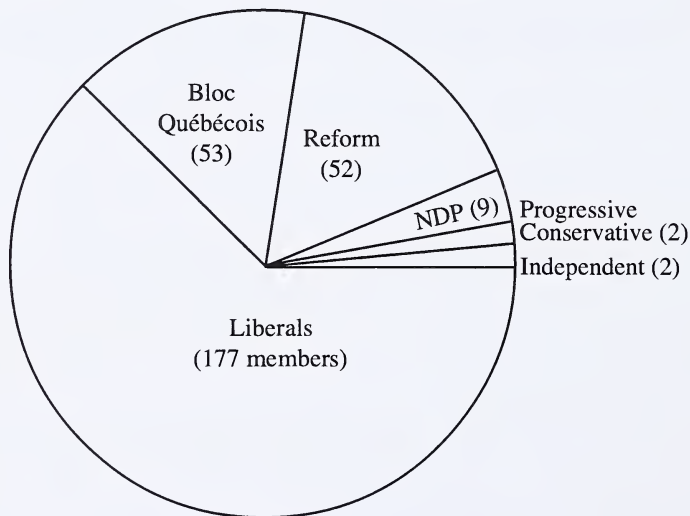
Use the next page to draw a **campaign poster** for yourself. Will it have a border around it? What colours would stand out the most? Would you include a picture of yourself? If you like, you may also print a **slogan**, which is a short catchy phrase that people will remember.

For example: Joyce Starr will be a heavenly representative.
Bob Goode is better than his name.

EXERCISE 5: Parliament at Work

Once the Members of Parliament are elected, they are ready to attend meetings in the House of Commons. They begin with the Swearing In Ceremony where they pledge allegiance to Canada and promise to do their best. Parliament begins with an opening speech telling what the government plans to do. Can you remember who reads the Speech from the Throne? The answer is in Exercise 3.

There are 295 elected Members of Parliament. The **government** is the political party having the most candidates elected throughout the country. If more than half of the seats in the House of Commons are held by the winning party, we call it a **majority government**, because the winning party has the **majority** of the elected members. If the winning party has less than half of the elected members, we call it a **minority government**.

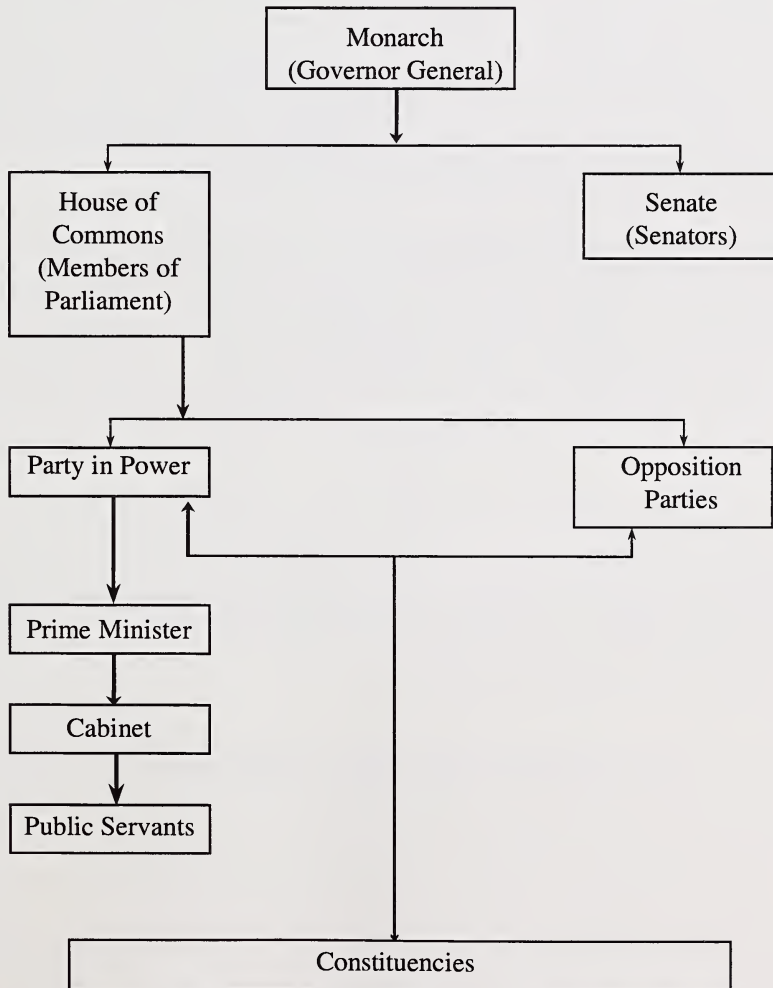


Does the present Liberal party have a majority government? Remember, the leader of the winning political party becomes the Prime Minister of Canada. Can you remember his name? If you can't, review the notes from Exercise 4.

Since the job of running the government is a big responsibility, the Prime Minister appoints a group of elected members from government to give him support and advice. As a group, these people are called the **Cabinet**. Each person the Prime Minister chooses becomes a **Minister**, which means that he or she is the leader of a certain government department, such as Defence, Agriculture, Finance, and Fisheries, and is known as the Minister of Defence, Minister of Finance, etc.

Each minister has a **Deputy Minister** to help run the department. It's a bit similar to a school principal and vice-principal. Many other people called **public servants** or **civil servants** are also hired to help with the tasks of the department.

STRUCTURE OF THE FEDERAL GOVERNMENT TODAY

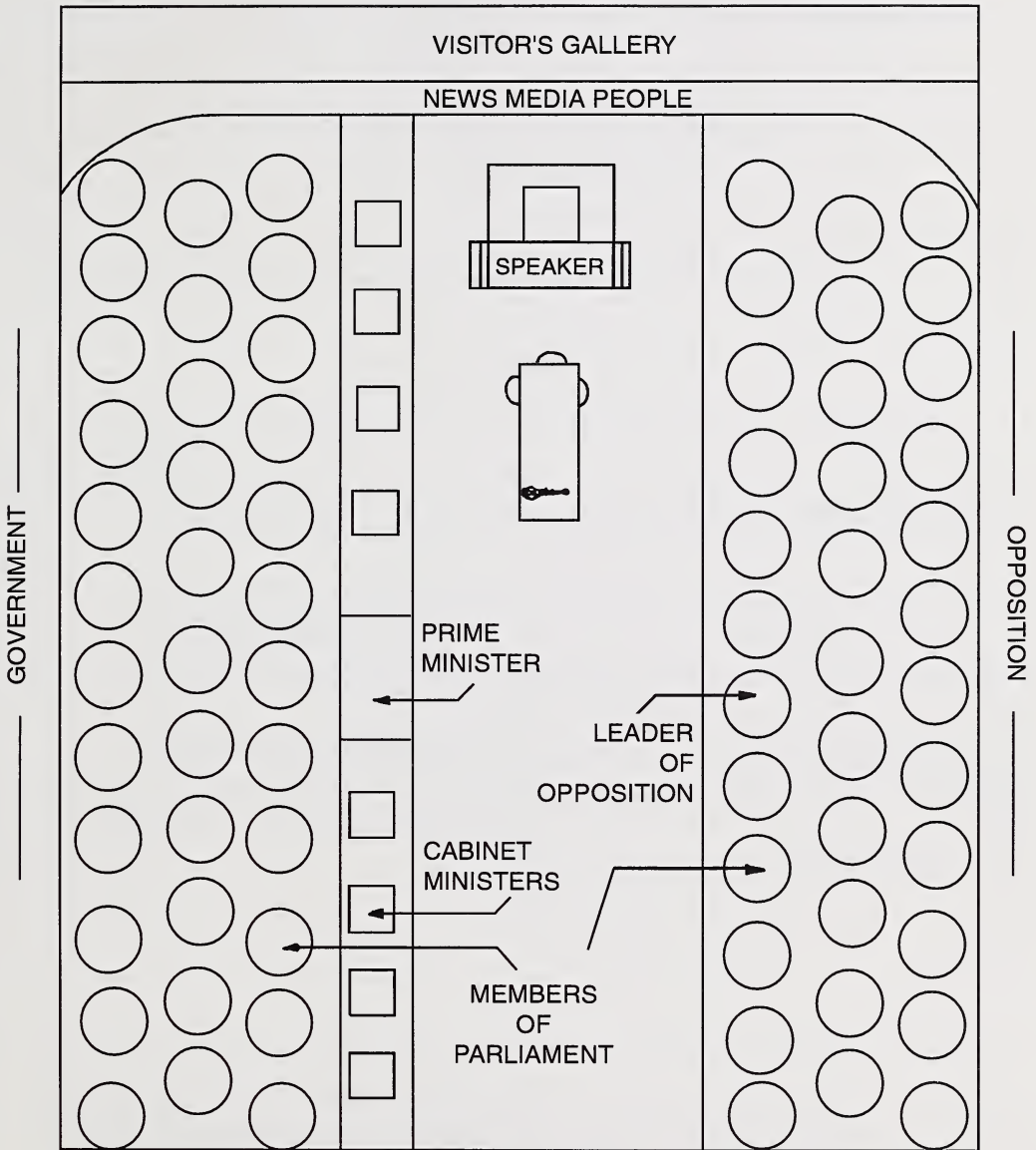


What happens to the people who are elected to Parliament but who don't belong to the party with the most members? These people become the **opposition**, which means the political parties that are not in power. If you look at the circle graph on page 22, all the political parties except the Liberals will be the opposition. If you look at the number of members from all the opposition parties, you will notice the Bloc Québécois has the most members with 53. Therefore the Bloc Québécois is called the **Official Opposition** party. The leader of the political party with the second largest number of members in Parliament is called the **Leader of the Opposition**.

We know that the elected Members of Parliament who control the government have many important services to provide for Canadians. What about the opposition? Are they important in any way? They certainly are! The opposition members carefully watch what the government does. They ask questions and point out changes they think government should make. They may also introduce bills for debate in Parliament. Before you leave the house, your parents may ask you some questions: Where are you going? What are you doing? When will you be home? These questions alert you to act responsibly. That's what the opposition hopes to do when questioning the government.

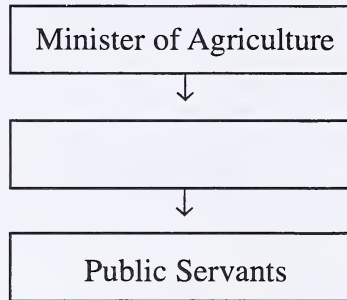
The MPs discuss what should be done for the people of Canada. But they cannot all speak at the same time. Someone must be sure that the members follow the rules of Parliament. He or she is kind of like a referee or umpire at times. This person is known as the **Speaker** of the House of Commons. The Speaker has a big responsibility. He or she must see that the members follow the rules of the House of Commons and show proper behaviour.

Often you will see Members of Parliament speaking in the House of Commons during a news broadcast. If you check your TV guide, you might see **Question Period** advertised. You can tune in to watch the Members of Parliament speaking and asking each other questions. The diagram on the next page shows the seating plan of the House of Commons.



THE HOUSE OF COMMONS SEATING PLAN

1. Complete the following diagram.



2. Complete the chart. In each row, either a title or description is missing. Fill in a title which fits the description, or a description of the title given.

TITLE	DESCRIPTION
Members of _____	295 elected representatives
Prime Minister	
	elected representatives who do not belong to the ruling political party
Cabinet	
	the elected person who is in charge of the meetings and rules in the House of Commons

3. Check the circle graph on page 22. Does the Liberal party have a majority government? Let's do some arithmetic first.

a. How many MPs are there in the House of Commons?

b. How much is half of that amount? (Round your answer.)

c. Does the Liberal party have a majority government? Explain your answer.

d. How many **more** MPs would the Reform party need to have a majority? Show how you get your answer.

4. In Lesson 2 you have learned about many important people in government. Which one would you like to be? Give reasons for your choice.

EXERCISE 6: Our Rights and Responsibilities

We have learned that Canada is a **democracy**. In our democracy, the people of Canada have control of the government by electing people to represent them. Because our government is a democracy, it respects the rights and opinions of the people. Another way of describing our government is to say we have **responsible government**, because our elected representatives are responsible to the voters when voting on decisions that will affect us. Responsible government means that the government makes laws that are acceptable to the majority of people. An unacceptable government can be voted out at the next election.

In responsible government and democracy, the people have a say or a vote in how government operates. For example, suppose you were in a club and the leader of your club said:

"We need to decide what to do for this month's field trip. I have decided that we will go hiking in the nature reserve next Thursday afternoon." (This is **not** an example of democratic action.)

But suppose the club leader said:

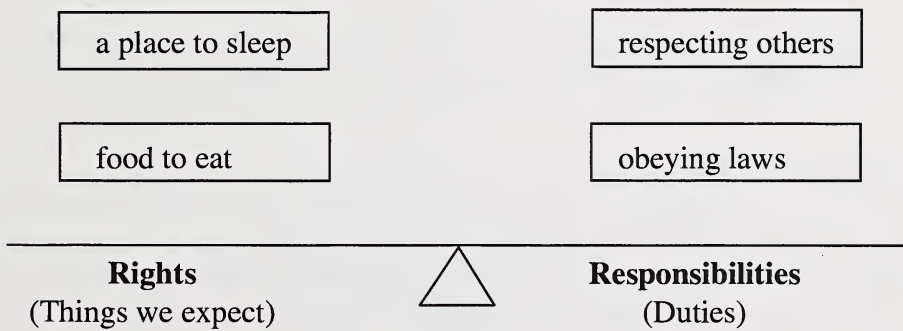
"We need to decide what to do for this month's field trip. Let's discuss some ideas, and then have a vote to decide which we will choose." (This is an example of democratic action.)

What sorts of things do we expect our families to provide for us? Many people will think of food first. Clothing is another example and so is a place to live, or shelter. Remember in Lesson 1 we called these items basic needs. What other things might you expect from your family?

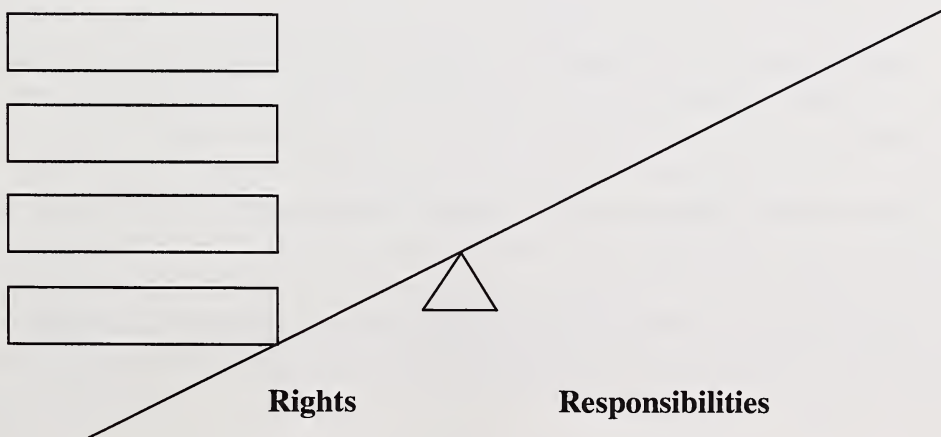
The items you have thought of may be called your **rights**, because we have a right to expect that these important needs are satisfied. Our families satisfy many of our rights, but these rights are also satisfied by all members of our society working together.

We expect many important rights in our lives, but we have duties or **responsibilities** to do things for other people in return. For example, your parents might ask you to help with the dishes, take out the garbage, and be polite when company comes. It is fair that you take these responsibilities. They are reasonable rules and everyone is expected to be helpful.

Let's pretend we have a seesaw or teeter-totter. Rights and responsibilities are boxes piled on each end of it. We hope that rights and responsibilities **balance** each other in our society.

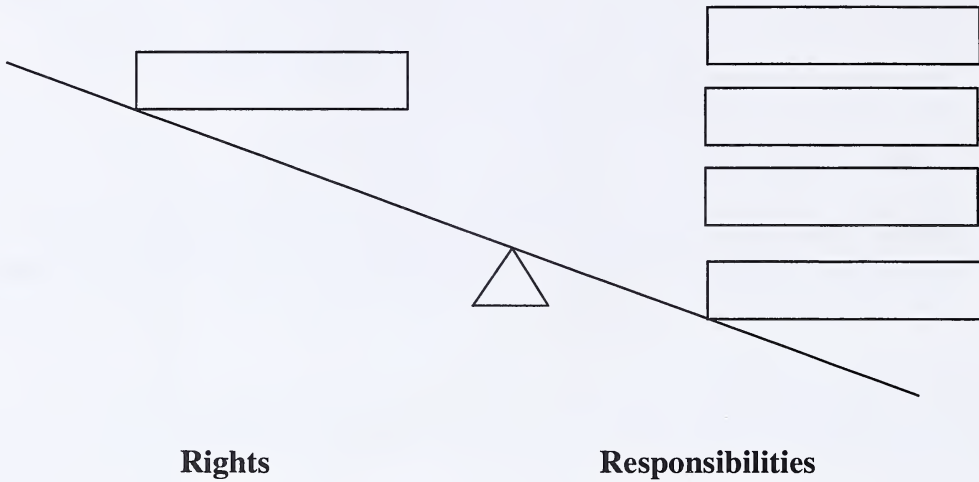


What happens when someone has many rights but no responsibilities?



Is that fair?

What happens if a person has few rights but lots of responsibilities?



Is that system fair?

When we enjoy many rights, we are also willing to accept some responsibilities. We are acting as responsible citizens of our country and community. Ordinary people like you and I have rights and responsibilities, but so does government. Let's take a look at some examples.

Example 1: Taxes

The federal government provides many services to the people of Canada. (That's a responsibility.) To pay for these services, the government needs money. The government is allowed to collect money through **taxes**. (That's a right.)

There are many different kinds of taxes. When people work at a job and earn money, they pay **income tax**. When you buy certain things at the store, you pay **GST**, which stands for Goods and Services Tax. People also pay **property taxes** on their houses and land. Since the government has a right to ask people to pay taxes, they also have a responsibility to spend the money wisely to give us the services we need.

Example 2: Passing Laws

One of the most important responsibilities of Parliament is to make laws that are necessary, fair, and reasonable. They have the right and responsibility to do that because citizens elected them to do so.

Because our laws are so important, the government goes through many steps to make sure the best ideas possible become laws. (We talked about this briefly in Exercise 3.) Each time a bill is studied by Parliament, we say it has had a **reading**. This means the MPs take a close look at the bill and think about it carefully.

First Reading: First a bill or an idea for a law is introduced in the House of Commons . Most often the bill is introduced by a cabinet minister although any elected member can do that.

Second Reading: The second time the bill is read to the House of Commons, it is **debated**. That means that the members ask questions and put forward arguments for it and against it. After the debate, a small **committee** of MPs may be formed to study the bill in detail and perhaps make some changes.

Third Reading: Now the entire House of Commons is ready to give the bill another review and vote either to pass it or defeat it.

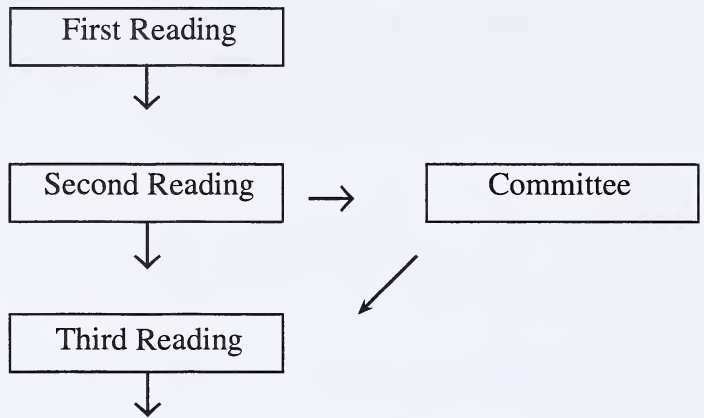
But this is not the end of the story. If the bill is passed in the House of Commons, it goes to the **Senate** and there the bill goes through three more reviews. Finally the Senate will decide whether to pass the bill or defeat it.

If the bill is passed by Senate, it goes to the **Governor General** for royal approval and becomes an **Act of Parliament**. This means that the bill is now a **law**.

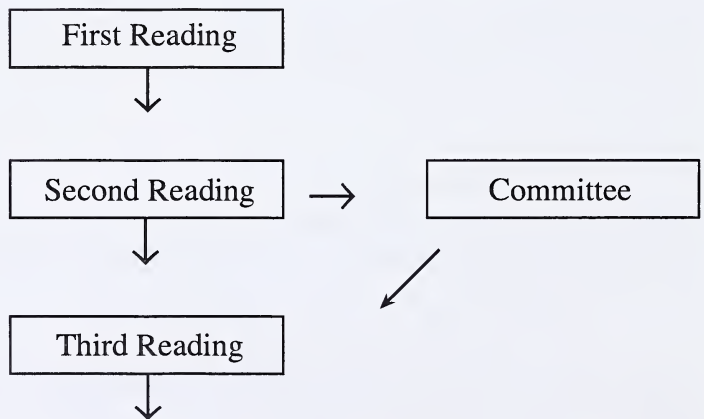
The government takes its responsibility to pass good laws very seriously. When was the last time you did a school assignment six times over to make sure it was done properly??

THE MAKING OF A FEDERAL LAW

HOUSE OF COMMONS



SENATE



GOVERNOR GENERAL



Law (Act of Parliament)

Federal Government Services

In Lesson 1 we learned about some of the services that the federal government provides. Let's recall some of these services:

- Agriculture
- Transportation
- Environment
- National Defence
- Indian Affairs
- RCMP
- Immigration
- Post Office
- National Parks
- Criminal Law
- Taxation
- Trade (with other countries)
- External Affairs (relations with other countries)

1. a. One of the important federal government services you read about in the list was **criminal law**. The federal government passes bills that describe appropriate behaviour that the citizens of Canada must follow, such as: You must not steal or vandalize someone else's property. The laws are enforced by police officers. People who break the law and get caught must go to court. If they are found guilty, they may have to pay a fine or go to jail. The federal government is responsible for laws, police service, the court system, and the operation of prisons. What **responsibilities** do the citizens of Canada have regarding criminal laws?

b. How important are these services in criminal law which are provided by the federal government? Why?

2. a. How many **readings** must a bill go through before it becomes law?

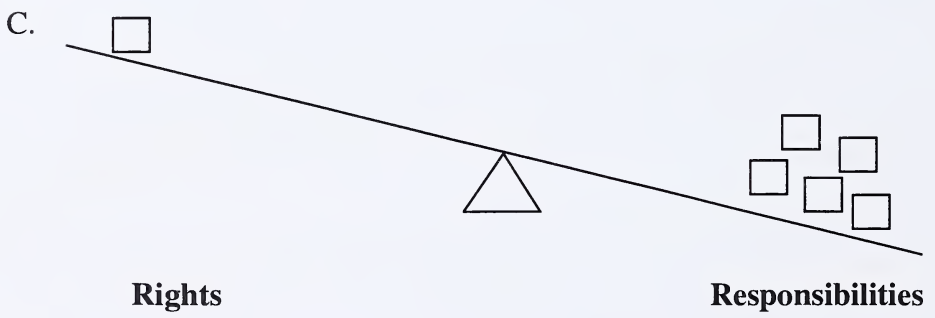
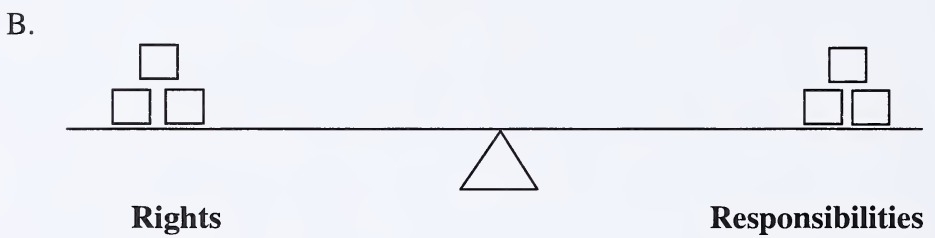
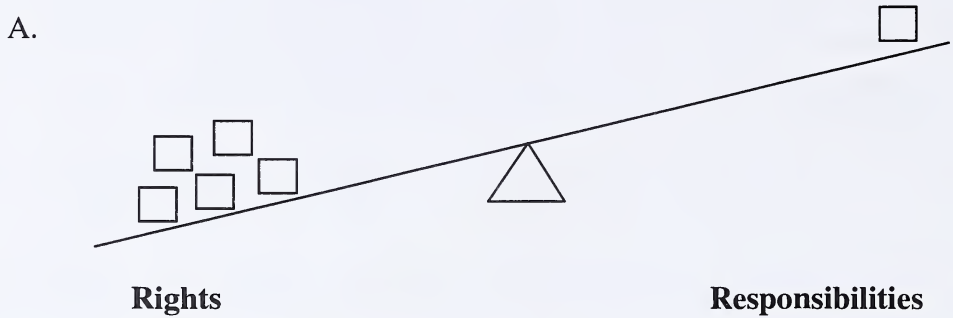
b. Why is so much time and care taken in passing laws?

3. It's time to do a careful review of your rights and responsibilities. First list your **rights** in the correct space below. Think of things you should expect from your family. Then list the rights you can expect from your community and country. (Perhaps you can list freedom of speech since you won't be put in jail for giving an opinion. We also have the freedom to worship as we want to.) Now think about **responsibilities**. What responsibilities do you have to your family, your community, and to people in our society?

RIGHTS

RESPONSIBILITIES

4. a. Which of the following pictures describes what we want to see in a **democracy**? (Just write the letter of the picture.) _____



b. Why did you make that particular choice?

EXERCISE 7: Review

Congratulations!! You have just completed a long lesson with some difficult material. You should be very proud of your achievements. Let's review the important points we learned each day by reading a short paragraph about each one.

Canada has important **symbols** like the beaver and the maple leaf. We have our own flag and anthem. Our Queen, Elizabeth II, also brings Canadians together.

The **capital** of Canada is Ottawa-Hull. Canada is a **bilingual** country. Our **official languages** are English and French.

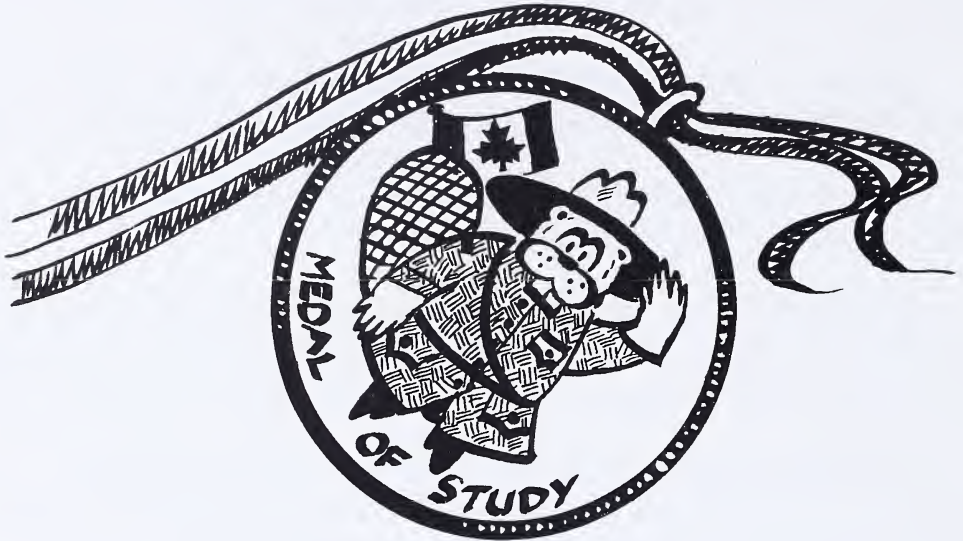
Parliament has three main parts. The **Governor General** is the Queen's representative in Canada. The **House of Commons** contains 295 representatives elected by the people of Canada. The **Senate** has 104 appointed members.

We learned many new things about the process of **voting**, including information on candidates, campaigns, forums, ballots, election workers, voters' lists and voting booths. Can you explain each one of these terms?

The government is formed by the political party which has the most members elected. We also have an **Opposition**. The **Prime Minister** is the leader of the government. The Prime Minister appoints elected Members of Parliament to be **Ministers** of important departments. All the Ministers joined together are the Prime Minister's **Cabinet**. The **Speaker** of the House of Commons keeps order during debate.

Everyone has certain **rights** which they expect to be satisfied. Everyone also has duties or **responsibilities**. One of the government's rights is to raise money for the services they provide by getting taxes from the people. The House of Commons gives a bill three readings, and the Senate gives the bill three readings. If the bill is passed, it goes to the Governor General to be signed and then it becomes law.

WOW!! You did it! You made it through all of that material. You have done a great job. You are hereby awarded the **Federal Government Medal of Study**:



1. The section on **elections** and **voting** had a lot of information. Let's think about some questions on that topic.

a. Why should there be a **voters' list**?

b. Why should people vote in secret?

- c. "In some Canadian elections, only about half of the people allowed to vote do so. Voting is one of our **rights** as adult citizens. But shouldn't it also be one of our **responsibilities**? I think that people on the voters' list should be punished if they don't vote."

Do you agree with the above statement? Why or why not?

2. Read the statement in Question 1. c. again.

- a. Pick out a sentence which states a **fact**. Write it here.

- b. Pick out a sentence which states an **opinion**. Write it here.

3. What are THREE important things you learned in this lesson?

GLOSSARY

anthem	the official song of a country
ballot	a piece of paper with the names of the candidates
bilingual	having two languages
bill	a proposed law that must go through all the proper steps in Parliament in order to become a law
Cabinet	the group of ministers who are advisors to the Prime Minister
campaign	activities before an election where candidates try to persuade voters to support them
candidate	a person who is hoping to be elected
civil servant	a person who works for a government department
constituency	a district or area which is allowed to elect a Member of Parliament (riding)
debate	to discuss the good and bad points about something
democracy	a system of government that respects the rights and opinions of the people, and has elected representatives
Deputy Minister	an assistant to the minister who manages a government department
enumerator	an election worker who gets a list of names for the voters' list
fact	an idea or statement that is true, and accepted by most people

forum	a meeting where candidates can discuss their views with the voters
founding	the first; those who started something
Government	the political party who have the most elected members
Governor General	the Queen's representative in Canada
House of Commons	the place where Canada's elected representatives meet
Member of Parliament	an elected representative to the House of Commons
Minister	the leader of a government department
nominate	choosing a person to be a candidate in an election
opinion	a statement that shows a position or feelings, but is not necessarily true
Opposition	the political parties which are not in power
polling stations	places where people can vote on election day
Prime Minister	leader of the political party who has elected the most MPs
reading	one of the three presentations of a bill to the House of Commons or the Senate
responsibilities	duties a person is expected to perform
responsible government	a government which makes laws that are acceptable to a majority of people, and can be removed in an election

rights	things a person can expect from government, community, or family
Senate	the appointed Members of Parliament
slogan	a brief phrase used to catch people's attention
Speaker	the person who enforces the rules in the House of Commons or Senate
symbol	a drawing or object which gives us a message, or stands for something
taxes	the money people pay to government for the services government provides
voters' list	the names of the people who are allowed to vote

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

1. The Canadian flag has two red bars to the left and right of a red maple leaf which is on a white background.
2.
 - a. **FACT:** The flag was adopted in 1965. The maple leaf is a symbol of Canada. Red and white are the official colours of Canada. Our flag can be seen on many flag poles. That makes our flag over thirty years old.
 - b. **OPINION:** The Canadian flag has an interesting history. It may take many years for this flag to be accepted. They thought we should not change. Some people felt the new flag did not show our heritage.
3. Other symbols for Canada may be:
 - the Canada goose
 - a hockey stick and puck
 - a dog sled team
 - the Rocky Mountains
 - Niagara Falls
 - a Mountie

You may have other choices here as well.

4. the Atlantic Ocean

EXERCISE 3

1. the Governor General
the House of Commons
the Senate
2. As the Governor General:
 - you might enjoy reading the Speech from the Throne at the special opening of Parliament
 - you might enjoy participating in official events and ceremonies
 - you might enjoy meeting foreign visitors
3.
 - a. Manitoba
 - b. Nova Scotia
 - c. British Columbia
4.
 - a. one half is 147.5 or 148 members
 - b. Ontario and Quebec

EXERCISE 4

1.
 - a. campaigning
 - b. political parties
 - c. polling station
2. Have your supervisor tell you if you have the correct name and political party for your Member of Parliament.

ART EXERCISE 1: Lines

Read about **lines** on pages 23-24 of *The Elementary Art Book*. Then complete the exercises below.

1. Draw the kinds of lines you would use to illustrate or suggest sounds like:

SPLASH**THUMP****RATTLE**

2. **Hair** makes interesting lines and patterns. Observe closely the hair types and styles of several people. Then make **line drawings** to illustrate or suggest the following kinds of hair and hairstyles.

straight**fuzzy****coiled****curly****smooth****braided**

LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

Apply Lesson Label Here

_____	_____	_____	_____	_____	_____
Name	Address				Postal Code

Please verify that preprinted label is for correct course and lesson.

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

LESSON 3: PROVINCIAL GOVERNMENT IN ALBERTA

Lesson 2 was a very long lesson. There were many difficult ideas to learn as you were studying about the federal government. Now here is some good news. You will likely find Lesson 3 a lot easier because you already have a lot of background information that is similar for both the federal and provincial governments.

EXERCISE 1: Alberta's Rich History

In Grade 4 you learned many things about the history of Alberta. Can you remember some of the things you learned that long ago? Alberta has a very exciting history. Let's spend a bit of time remembering the story of our province from the early days.

As we look back at life in Alberta many years ago, we will notice how many different kinds of governments were part of our early history. Before we begin a summary of Alberta history, see how many of the questions below you can answer.

Many Native tribes lived in Alberta in the early days. In what ways were they different and the same?
What was the land of Alberta called before it became a province?
What was the name of one of the big fur trading companies that did business in western Canada?
Can you remember what life was like for the first non-Native people who made their homes in Alberta?
What are the early agreements that the Natives signed with the government called?
What types of homes did the early settlers build?
The early immigrants to Alberta came from many countries. Can you name some of them?

Native people were the first to inhabit this land of Alberta. There were many different groups or tribes, each with their own language and way of living. In this part of western Canada there were two major native groups—Natives of the Plains and Woodland Natives. The Natives of the Plains, such as the Blackfoot tribe, lived in southern Alberta. The buffalo provided them with food as well as hides for clothing and shelter. In northern Alberta the Woodland Natives had a variety of foods such as fish, berries, elk, deer, and beaver. They also used animal hides for clothing and shelter.

The Native people had their own form of government to satisfy their needs. They organized themselves into **bands**. The bands were made up of families who were related to one another. Band leaders reached decisions by discussing problems with other people in the band. Each band travelled within a certain territory. If food was hard to find, they would travel on to a new area.



The Native people and the first white explorers were helpful to each other. The Natives received many metal tools and other useful objects from the white explorers. The white traders learned how to survive in the winter from the Natives.

It was the custom at that time in Europe to use beaver hides and other furs to trim clothing and give it style. Because Alberta had a lot of animals for the fur trade, some people came to the west to make money in that business. Two big rival, or competing, fur trading companies tried to control the business and the profits in Alberta. These companies were the **North West Company** and the **Hudson's Bay Company**. The fur trading companies set up many small cabins or posts along rivers throughout Alberta. The Native people would bring their furs to trade at these posts for such items as axes, guns, blankets, and cooking utensils.

A **fort** was a larger fur trading settlement than a post. It was surrounded by tall walls called **palisades** to protect the fur traders and keep wild animals out. These high walls also gave protection from the bitter wind and snow. Inside the fort a type of government was needed. The **Chief Factor** was in charge of the fort, something like the mayor of a town or city. He had the power to make laws that affected everyone in the fort. The Chief Factor had to know a lot about the fur trading business, and it was an advantage if he could speak French and several Native languages.



One of the strongest forts in the area was Fort Edmonton. The Chief Factor was a man named John Rowand. Fort Edmonton was not only important for fur trading, but also for boat building. It was the centre for the construction of the York boats, which were big canoe-like boats. Blacksmiths were another important kind of tradesperson that did valuable work at Fort Edmonton.

Some **missionaries** came to Alberta to teach the Natives about religion, to teach them to read and write, and to keep peace between the Natives and the newcomers. One well known missionary was Father Albert Lacombe, who was a Catholic priest.

The new land of Canada was changing all the time. In your atlas, find pages 10 to 13 (Growth of the Provinces) to see how the **political boundaries** were changing. The maps of Canada begin with the year 1825 and take us to present time. Read the maps from left to right across both pages.

1. In what area would **your** farm, town, or city be located in the year:

a. 1862? _____

b. 1876? _____

c. 1898? _____

In 1870, the Hudson's Bay Company sold its land to the government of Canada. To complete the land deal that was made, the government signed **treaties**, or agreements, with the Natives. The government received the land from the Natives and received promises of peace from them. The Natives received money, clothing, education, and health care as their part of the agreement.

The Native people held **council meetings** to consider the terms of the treaties that were offered. The chief of the band then signed the treaty on behalf of his people. Treaties were accepted by the Natives for two reasons. First, they signed the treaties in order to avoid wars with the newcomers. Secondly, they could see their way of life was changing as the buffalo herds died. They feared that they might starve to death. The Native people found it very strange to sign treaties about land ownership because they believed the land belonged to everyone. Owning land and setting up boundaries were strange, new ideas to them.

To keep law and order in the west, the **North West Mounted Police** (now called the R.C.M.P.) were assigned to patrol these areas. They rode out from central Canada in 1874 in what is called the Great March West.

There were some settlements in British Columbia and Manitoba, but the great stretch of land between these two areas had hardly any settlers at all. The government of Canada sent out **surveyors** to see if the land was good for farming. A second task the surveyors had to do was to set up a route for the **railroad** that the government hoped to build.

Alberta was part of the North-West Territories for much of this time. The people living in the area had little control over their own affairs. Most of the decisions were made by the Canadian government, far away in Ottawa.

Once the railroad was built, the railway companies sent agents or representatives to eastern Canada, the United States, and Europe to encourage **settlers** to move west, using the railways for transportation. People were given **homesteads** or farms for just a few dollars. The government made money by selling land but very little money was given back to the people living in the North-West Territories to take care of such needs as building roads and bridges.

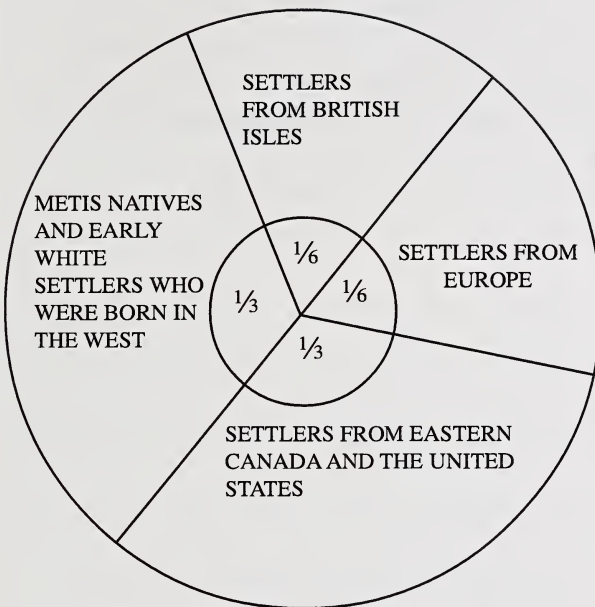
The largest number of settlers came from eastern Canada, Great Britain, the United States, and eastern Europe. Life was full of hardships for the early settlers when they first arrived. Many of them weren't used to the very cold winters. They built simple shacks or houses of **sod**, which is a mixture of earth and grass. (You may have seen people putting down sod in their yards to start a lawn.) Why didn't the settlers build houses from wood? Well, on the prairies trees are pretty scarce, so they had to use a different building material. The frame or outline of the sod house was built of logs, and pieces of sod were stacked tightly against the frame. The sod homes, or "soddies", were not very comfortable in rainy weather because the floor turned to mud, but they were warm and cozy in winter and cool in summer. Inside, the soddies looked somewhat like a dark cave, so clothes or blankets were sometimes hung on the walls to lighten their appearance. A small fireplace was built in a corner.



The settlers grew most of their own food such as potatoes, onions, cabbages, turnips, and beets. They also kept chickens for meat and eggs. A cow provided milk, butter, and cheese. Pigs were raised for meat. Eventually small general stores were established. Then the settlers were able to buy sugar, coffee, salt, flour, and other supplies to make their lives a little easier.

As more and more settlers arrived, they could see that they were working hard on the new land but were not given the opportunity to make their own laws and decisions. Some settlers were from eastern Canada (Ontario) and other countries where they were used to participating in government.

A few settlers came to Alberta each year, but the population didn't really increase by any great amount until the time of the **Great Migration** between 1896 and 1921. The first big group or wave of settlers were French, Mennonites, Icelanders, Mormons, and Hutterites. Did you know that until 1885, Alberta was mainly a French-speaking area? French settlements were found in places like Morinville, St. Paul, Bonnyville, Falher, St. Albert, and Lac La Biche. Many Icelanders went to the Markerville area west of Red Deer. Didsbury had many Mennonites. The Mormons were found in Cardston and surrounding areas.



The second big group or wave of settlers were from Ontario, Britain, the United States, western Europe, and eastern Europe. Many Dutch settlers went to Monarch and Neerlandia. Germans were found in Medicine Hat and certain towns between Edmonton and Calgary. Ukrainians settled in Vegreville and areas east of Edmonton. Many Polish settlers went to Drumheller and Coleman. There were Asian newcomers from China and Japan as well.

In 1905, **Alberta** and **Saskatchewan** became provinces. There were many discussions back and forth before this occurred. Some people believed that this area of Canada should join British Columbia. The argument against this idea was that British Columbia had very little in common with the prairie lands of Alberta. Some people believed that the North-West Territories should remain one large province so it would be just as strong and powerful as Quebec and Ontario. But finally a choice was made to divide the territory into two more or less equal areas—Alberta and Saskatchewan.

By 1914, railways connected most of the towns in Alberta. Things had changed a great deal since the first explorer arrived!

2. Modern governments provide leadership and services that we take for granted. In earlier times, local communities provided leadership and met their needs with less government structure. Think about two different communities in early western Canada - a **native group** and a **fur trading fort**, such as Fort Edmonton. Give examples of **leadership** and the **meeting of needs** from each of these communities.

3. Every day, many changes occur in our lives. Many of these changes improve the way we do things. We can say we have made **progress**. For example: At one time people had big, iron stoves that were heated with coal. Then the gas or electric stoves were introduced. Now some people have microwaves. From the summary you have just finished reading about life in early Alberta, give another example of **progress**.

4. The railway companies hired many agents to travel to other places in Canada, the United States, and Europe to **entice**, or encourage, people to settle in Alberta. The agents had to think of many wonderful things to say about the new country so people would be willing to make the move. The agents probably exaggerated the good points in order to convince people to come. Think about the amount of land that was available and the cost of it. As a railway agent, what are some of the things you would say to convince people to settle in Alberta?

5. A long time ago, many Native people lived in Alberta. They lived together in tribes with other Natives having the same language and way of life. When the settlers arrived, they often lived in areas where other people from their own country were settling. There were many examples of that given in the lesson notes. What are some of the reasons why the newcomers settled in groups or clusters with other people from their home land?

EXERCISE 2: Alberta's Special Symbols

When Alberta became a province in 1905, one of the first things that had to be decided was what to name the new province.

In 1905, Queen Victoria had been the English monarch for many years. One of Queen Victoria's daughters was named Princess Louise Caroline Alberta. The name "Alberta" was chosen for the new province. Her first name "Louise" was picked to name one of the most beautiful places in the province, Lake Louise.

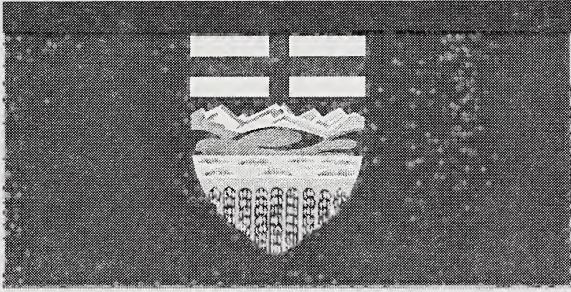
Over the years, Alberta adopted a **Coat of Arms**, a **flag** of its own, and some special provincial **symbols**.



Coat of Arms

The upper part of the Coat of Arms has the Cross of St. George and a beaver. At the centre is the shield, which is identical to the one on the flag. The shield is supported by a lion and a pronghorn antelope. A wild rose is growing at the base of the shield. The motto is written in Latin (Fortis et Liber) and it means Strong and Free.

The Alberta flag was adopted in 1968. Alberta's flag contains Alberta's shield, which is displayed on a royal blue background. If you examine the shield carefully, you will see mountains, foothills, prairies, and wheat fields.



Flag



Floral Emblem
Wild Rose

Alberta's floral emblem is the wild rose. This flower is light pink in colour and has a lovely fragrance. Birds eat its scarlet berries in the winter in order to survive. In June, you may see it growing wild in the country by the side of the road. The wild rose was chosen by the school children of Alberta as the floral emblem. Do you believe they made a wise choice?

Alberta's provincial bird is the Great Horned Owl. Our provincial animal is the Rocky Mountain Big Horn Sheep. Alberta's provincial tree is the Lodgepole Pine. Our provincial colours are blue and gold. Alberta has chosen interesting emblems to establish our provincial identity.

1. Think about Alberta's choices of emblems, which were discussed in the notes:
 - design of the flag
 - beaver included in the shield
 - wild rose flower
 - Great Horned Owl
 - Rocky Mountain Big Horn Sheep
 - colours: blue and gold
 - Lodgepole Pine

Choose **one** of these emblems and give a convincing argument telling why it was a good choice.

2. Study the **shield** in Alberta's coat of arms. Tell how the design is related to Alberta's **landscape** or physical features.

3. a. Alberta will 100 years old in the year _____ .
- b. Imagine you are on a committee planning **special events** to celebrate Alberta's **centennial** (100th year). Write a report about the events you will plan. Use complete sentences. You may add drawings or pictures if you wish.



CHECK EXERCISE 2 ANSWERS AT THE END OF THIS LESSON

EXERCISE 3: Choosing a Capital City

Once Alberta was declared a province, a decision had to be made about a **capital**. The two main cities in the province, Calgary and Edmonton, both put forth arguments, hoping to be the one that was chosen.

Calgary had a larger population. The Canadian Pacific Railroad (CPR) was built close to Calgary, connecting it with other parts of Canada. **Edmonton** argued that they had rich agricultural prospects, and since the Klondike Gold Rush, the city was an important transportation centre for the northern part of the province. Edmonton didn't have the CPR, but the Canadian National Railway had built a railway line to the city. Edmonton also pointed out that it was in the centre of the province, which made it a good location for the capital.



A man named Frank Oliver started the first newspaper in Alberta, called the Edmonton Bulletin. Later he went into politics and was given the position of Minister of the Interior. Frank Oliver was responsible for the final choice of the capital, and he chose Edmonton, perhaps because he favoured his home town.

In Lesson 2 you learned that the buildings of the federal government are called the Parliament Buildings. The main building of the provincial government is called the **Legislature**. In 1907 work began on the provincial Legislature. It was built on the site of old Fort Edmonton, close to the North Saskatchewan River. The land was not very stable so there were many problems and delays as it was being constructed. Finally the work was finished in 1912. The building is beautiful even today. As you enter the building you will see lovely marble pillars and a fountain in the big **rotunda**, which is a huge, round-shaped room. As you look at the outside of the building you can see a high dome which gives the building a stately appearance.



Alberta's Legislature Buildings
Edmonton

1. What advantages do you think there are for a city which is named a **capital city**?

2. How was the final choice made for the capital of our province?

3. The decision about Alberta's capital city was made by one person, and seemed to show **bias** (favoritism) toward Edmonton. Suggest a way that the decision could have been made without showing bias.

EXERCISE 4: Our Provincial Government

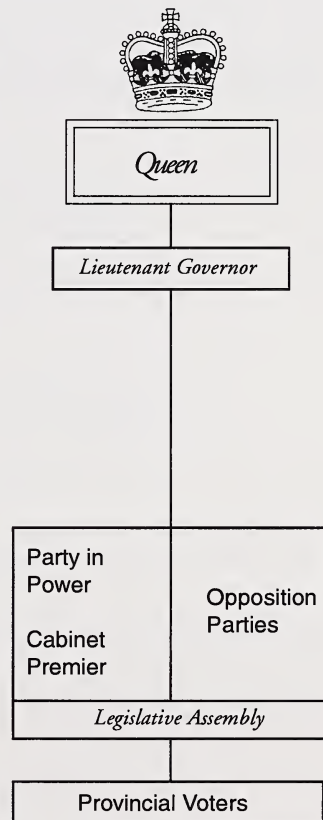
As we talk about our provincial government, you will notice many similarities between the federal and provincial levels of government.

In Lesson 2, we learned about our Queen's representative in Canada. He is the Governor General and represents the Queen at the federal government level. Each province also has a representative of the Queen, known as the **Lieutenant Governor**. Alberta's present Lieutenant Governor is the Honourable Gordon Towers, who comes from the city of Red Deer. He has similar duties to the Governor General:

- giving the Speech from the Throne when the Legislature begins a session
- giving royal approval to bills passed in the Legislature
- announcing and approving a provincial election
- representing the province at many ceremonies and social functions

Alberta's Legislature

You learned in Lesson 2 that Parliament has three parts: the Governor General, the House of Commons, and the Senate. Alberta's provincial Legislature has two parts: the Lieutenant Governor and the Legislative Assembly. There is **no** Senate. The **Legislative Assembly** is made up of the men and women from across the province who are elected to represent us. The Legislative Assembly has **83** members, a lot fewer than the House of Commons. Canada's elected Members of Parliament are called **MPs**. Alberta's elected Members of the Legislative Assembly are called **MLAs**.

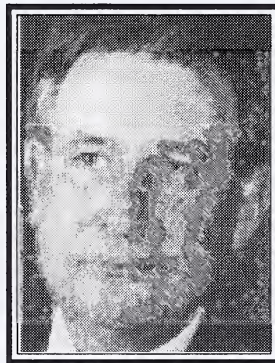


The political party with the largest number of members in the Legislature forms the government. The political party with the second largest number of members forms the Opposition. These rules are true for both the federal and provincial governments.

In May 1996, the Legislative Assembly of Alberta had the following parties and members:

Progressive Conservatives	54
Liberals	29
	<hr/>
	83

The Progressive Conservatives currently form the government in Alberta. The leader of the Progressive Conservative party, who is also the **Premier** or the leader of the province, is **Mr. Ralph Klein** from Calgary. The Leader of the Opposition is the leader of the Liberal party, **Mr. Grant Mitchell** from Edmonton. The Opposition presents another point of view in the Legislative Assembly and questions the Premier and the cabinet about the bills that are presented.



Mr. Ralph Klein,
Premier of Alberta

There are three main political parties in Alberta: the **Progressive Conservatives**, the **Liberals**, and the **New Democratic Party**, who currently have no members in the Legislature.

The Premier selects several elected representatives from his own party to form a **Cabinet**. They are called **Cabinet Ministers** and each one supervises a specific government **department** such as Education or Justice. The Premier and his cabinet make a provincial budget and introduce bills to be discussed in the Legislative Assembly.

The Legislative Assembly has a **Speaker** to make sure the questions and discussions occur in an orderly way. You can see the federal and provincial governments have many similarities. Here are some of the key differences.

FEDERAL	PROVINCIAL
<ul style="list-style-type: none"> • leader is Prime Minister • meetings in Parliament • 295 MPs • Senate • Governor General • bills have 6 readings 	<ul style="list-style-type: none"> • leader is Premier • meetings in Legislative Assembly • 83 MLAs • no Senate • Lieutenant Governor • bills have 3 readings

1. How many more MLAs does the Liberal party need in order to have a **majority** government in Alberta? To get the answer, do the following calculations.

Total number of MLAs: _____

Half the total number of MLAs (rounded): _____

Number of Liberal MLAs at present: _____

How many more are needed? _____

2. Why are there more MPs (federal) than MLAs (provincial)?

3. a. Explain TWO ways in which our federal and provincial governments are **similar**.

b. Explain TWO ways in which our federal and provincial governments are **different**.

EXERCISE 5: Elections and Political Decisions

The election processes at the federal and provincial levels have many similarities. **Elections** are held once every five years or sooner. In both federal and provincial elections we can find election workers, voters' lists, polling stations, ballots, candidates, and campaigns. Do you remember what all those terms mean from your notes in Lesson 2?

Alberta has 26 federal constituencies. There are 83 MLAs who are elected to the provincial Legislature. Each district or riding that elects a member to the Legislature is called an **electoral division**. So, there are 83 electoral divisions in Alberta. Each division has an average of about 30 000 people living in it. Not all those people can vote, of course. You must be 18 years old, and have lived in Alberta for at least six months before the election, to be eligible to vote. Electoral divisions can vary a lot in size, depending on where they are located. An electoral division in Edmonton or Calgary might cover only a few square kilometres. In contrast, the electoral division of Athabasca - Wabasca contains the whole northeast corner of Alberta, running from the town of Athabasca in the south all the way to the Northwest Territories border in the north. Check the page 36 atlas map to see how far that is.

Your elected representatives (MLAs) have these important duties:

- to attend meetings of the Legislative Assembly
- to debate, pass, or reject bills and laws
- to keep in touch with their **constituents** (the people from their electoral divisions)

The MLAs must be aware of the needs and opinions of the people they represent. In order to keep in touch with the people, the MLAs have offices in their home ridings. Anyone can make an appointment and talk to his or her MLA.

Do your opinions count? People have the right to tell what they feel is right or wrong with a certain law. We also have a responsibility to speak up when we believe that something is not being done properly.

1. a. Which has more people - a **federal** constituency or a **provincial** electoral division? (The federal information is in Lesson 2.)

- b. Explain why.

2. a. Who is your MLA? _____

- b. Where is his or her office located?

If you are an out-of-province student, provide the question 2 information for your last place of residence in Alberta if you are able to.

3. Suppose there are 16 000 eligible voters in a provincial electoral division. 75% ($\frac{3}{4}$) of them vote in an election. The three candidates get 6 000, 5 000, and 1 000 votes.

- a. How many people voted in the election? (Use the space below for calculations.)

- b. How many eligible voters did not vote?

c. Could the election results have been different (a different winner) if all the eligible voters voted? Explain your answer.

d. According to your answer in question c., why is it important that as many people as possible vote in elections?

4. Why is there so much difference in the **sizes** of electoral divisions?

EXERCISE 6: Provincial Government Services

In Lessons 1 and 2 we talked about how government provides us with leadership and many services that families or communities cannot provide themselves.

Bills are new laws suggested for the province by the elected members. Each new bill presented is debated in the Legislative Assembly and then a vote is taken. The bill must receive the majority of votes from the members in each one of the three readings of the bill. The bill is then signed by the Lieutenant Governor before it becomes law.

An example of a bill is the **Child Welfare Act**. It talks about the rights of children. There are many issues concerning children included in the bill, such as rules for fostering and adopting children. Every government department has laws that must be followed.

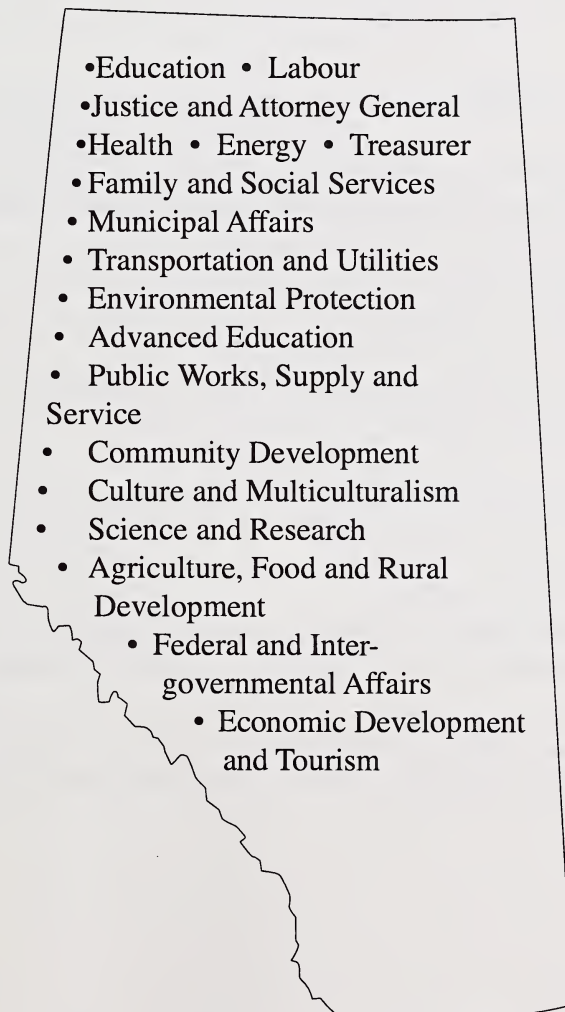
Sometimes it is difficult to tell if a service is provided by the federal or provincial government. In Lesson 1 we said there can be an **overlap** and some services are provided by more than one level of government. But there are some general rules you can use to judge which level of government will provide a particular service.

For example, **defence** of our country is a very important task that affects the country as a whole, so it is federal. The job of looking after the main **highways** of each province is provincial because that level of government is closer to the task of providing that service. The money we use is the same throughout Canada, so money or **currency** is federal. The **postal service** we have connects all parts of Canada, so it is federal. If you have friends or relatives in other provinces, you will know that what they take in school can be different, so **education** is a provincial service.

Other important provincial services include:

- natural resources (e.g. forests, fish, minerals, oil)
- providing health services
- providing welfare services
- supervising the sale of farm products
- checking the well being of our environment

Can you see how the provincial government is closer to the needs of the people in these areas and is therefore in a better position to provide services?



- 1. a. Which one of the provincial government services is most important to **you**?

- b. Why?

- 2. Find a **newspaper** or **magazine article** that talks about one of the services that the provincial government provides. Attach it to this page.

For example:

**Grade Six Students Are
Great Scholars!**

Alberta Education announced that Grade Six students have received higher marks on achievement tests this year than ever before.

Service: Education

TREE PLANTING PROGRAM

Alberta Forestry workers have undertaken an ambitious project to plant 1000 new tree seedlings per day to restore lands damaged by forest fires.

Service: Forestry or Natural Resources

EXERCISE 7: Review

Let's review the information we learned in Lesson 3. In the first exercise we did a quick review of Alberta's history. We talked about Native tribes, the fur trading companies, the RCMP, and the beginning of the railroad. We reviewed the life of the early settlers, mentioning where they were from and how they settled in the new land. We talked about **government** in the Native bands, government at the fur trading forts, and how the settlers finally got more control of their own provincial government.

In Exercise 2 we learned how Alberta got its name, and looked at the provincial coat of arms. We examined special provincial **symbols** like the Wild Rose, the Great Horned Owl, the Lodgepole Pine and the Rocky Mountain Big Horn Sheep. We also had the opportunity to view Alberta's flag.

The topics of Exercise 3 were how Alberta chose its **capital** city, Edmonton, and how the Legislature buildings were constructed.

In Exercise 4 we found that many features of the federal and provincial governments are similar. Alberta has a representative of the Queen, the **Lieutenant Governor**. Alberta has a **Legislative Assembly** with 83 elected representatives called **MLAs**. The provincial leader is known as the **Premier**. Alberta has three main political parties: the Progressive Conservatives, the Liberals, and the New Democratic Party. The Legislative Assembly passes bills after they are discussed and debated in three readings, and then the bill becomes a law. The Premier chooses a **Cabinet** of advisors. These people are ministers of **provincial departments**. The **Opposition** members are from political parties who elected fewer members in the Legislature.

In Exercise 5 we talked about provincial **elections**, which are very similar to federal elections. The provincial ridings or districts are called **electoral divisions**.

In Exercise 6 we took time to look at **services** provided by the provincial government, and compared some of the duties of the provincial and federal governments.

1. Think of the three main categories of needs mentioned in Lesson 1 – **physical**, **psychological**, and **social**. Did the early settlers in Alberta find it difficult to satisfy these three needs? Support your answer. Make sure you discuss all three needs.

2. Who was the person most responsible for choosing Edmonton as the **capital city**?

3. a. Give ONE **difference** between the federal and provincial government.

- b. Give ONE **similarity** between the federal and provincial government.

4. A citizen must be **eighteen** years old to be able to vote in the provincial elections.

a. Do you think that is a wise decision? _____

b. If you answered YES, tell why you think it is a good choice.
If you answered NO, what age do you think it should be? Explain why.

5. Explain in your own words what the following terms mean.

a. Premier

b. the opposition

c. electoral division

GLOSSARY

biased	showing favoritism
electoral division	a provincial riding or district that elects a member to the Legislative Assembly
Legislature	the government buildings in Edmonton, where the MLAs meet
Lieutenant Governor	the province's representative of the Queen
Premier	the leader of the provincial political party with the most elected members to the Legislature; the leader of the government
rotunda	a large, round-shaped room
sod house	an early prairie house made from wood and sod
treaties	agreements the government signed with the Native people

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

1. Have your supervisor help you check locations.
 - a. In 1862, northern Alberta locations would have been part of the North-West Territories, and southern Alberta locations would have been part of Rupert's Land.
 - b. In 1876, all Alberta locations would have been part of the North-West Territories.
 - c. In 1898, northern Alberta locations would have been part of the District of Athabasca, and southern locations would have been part of the District of Alberta.
2. Native people organized themselves into bands for hunting and travel. Band leaders discussed problems with the people before making decisions. Fur trading forts were organized to protect the people living inside. The Chief Factor was the leader of the community, and supervised the fur business from which the workers made a living. People with skills like blacksmithing provided services to the community.
3. There are many suitable answers. Your example might be related to technology, education, or culture.
4. Answers will vary. The points should be related to the physical and social circumstances of western Canada. Examples are the amount of land available, the low cost, excellent soil, the railroad, growing population, individual and religious freedom.
5. People tended to settle in groups from the same homelands for support and communication. They shared common language, culture, and religion, and so were better able to support each other.

EXERCISE 2

1. Student's choice and expression. The arguments should relate the emblem to Alberta's environment, wildlife, etc.
2. Refer to the shield in Alberta's flag or coat of arms. Four of Alberta's landscapes (mountains, foothills, prairie, and a wheat field) are depicted, making the design appropriate to Alberta.
3.
 - a. The centennial year is 2005.
 - b. The report is the student's own expression. The events or ceremonies could be political, educational, cultural, or artistic in nature. They should have some relationship to Alberta's history, government, people, or culture.

ART EXERCISE 2: Drawing

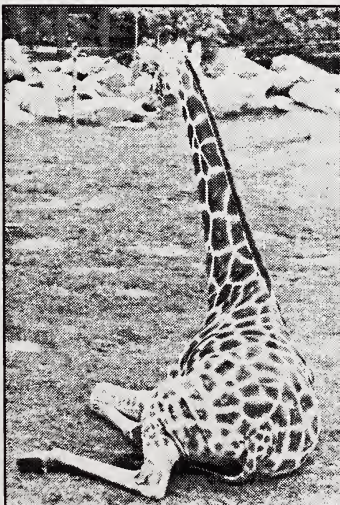
Read pages 16-17 in *The Elementary Art Book* to learn about **simplifying** forms.

- A. Redraw each photograph in the space provided. Simplify the shapes to their basic triangle, square, and cylinder forms. Do not show details in the figures.



A photograph of a goose

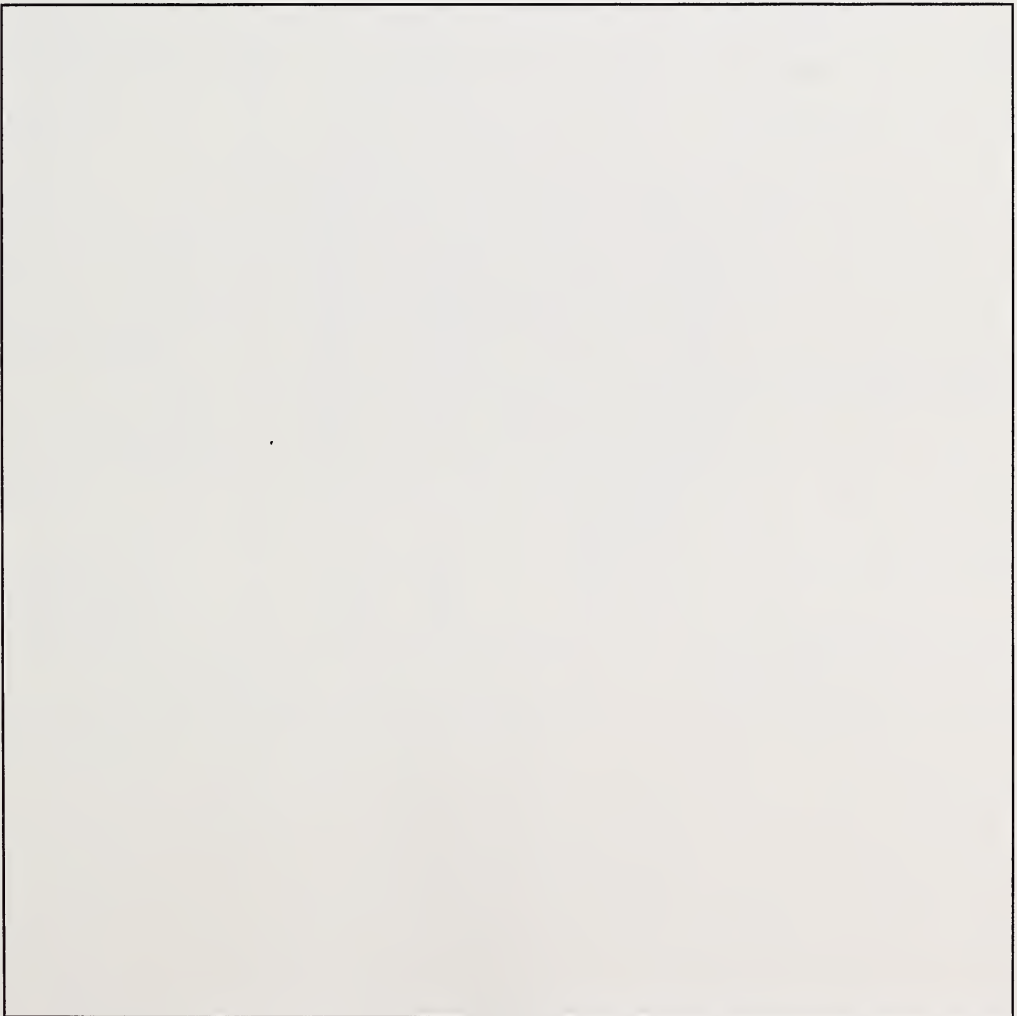
A simplified drawing of the goose



A photograph of a giraffe

A simplified drawing of the giraffe

- B. Read about **contours** (outlines) on page 12 of *The Elementary Art Book*. Then follow the steps below to complete a **contour drawing**.
1. Blacken the whole square below using a soft 4B or 6B pencil. Press hard to get a solid black area. Tape the page down to prevent it from moving.
 2. Find a pencil eraser with a sharp edge.
 3. Using only your eraser as a drawing instrument, show the contours (outlines) of two **vegetable** shapes. **Overlap** the two vegetable shapes to show that one shape is closer than the other.



LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

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ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

LESSON 4: MUNICIPAL GOVERNMENT

In previous lessons we discovered that our federal government represents all of Canada. Our provincial government represents the entire province. Each **municipal** area in Alberta is unique and special in its own way. It is important to understand municipal government, because its decisions will affect you in direct ways.

EXERCISE 1: My Community

How well do you know your own **community**? If you spend a little time thinking about and checking on the resources of your community, you may be very surprised at what you discover.

Answer as many of the Exercise 1 questions as you can. Some answers you may know right now, and other answers may require you to do some research. You may be able to find the answers on your own or you might have to ask someone for assistance. The purpose of these exercises is to make you more aware of your community before we start talking about local government.

What are the **boundaries** of your community? A **boundary** is a line dividing one area from another. The boundary of your yard may be a fence. The boundary of your house is the outside wall of the house, which separates the inside part of your house from the outside world. The boundaries of a town, city, or other community might be lines set by people, or they might be **natural** features such as rivers.



What are important **landmarks** in your community? **Landmarks** are places that are well known because of their appearance or what happens there. Landmarks may be made by nature or by people. Some examples of landmarks are the Badlands near Drumheller, the Saddledome in Calgary, and the Pysanka (the big egg statue shown to the left) in Vegreville.

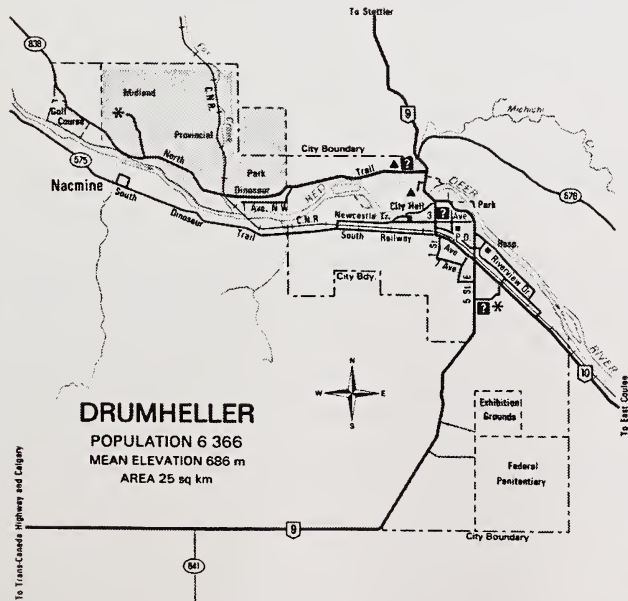
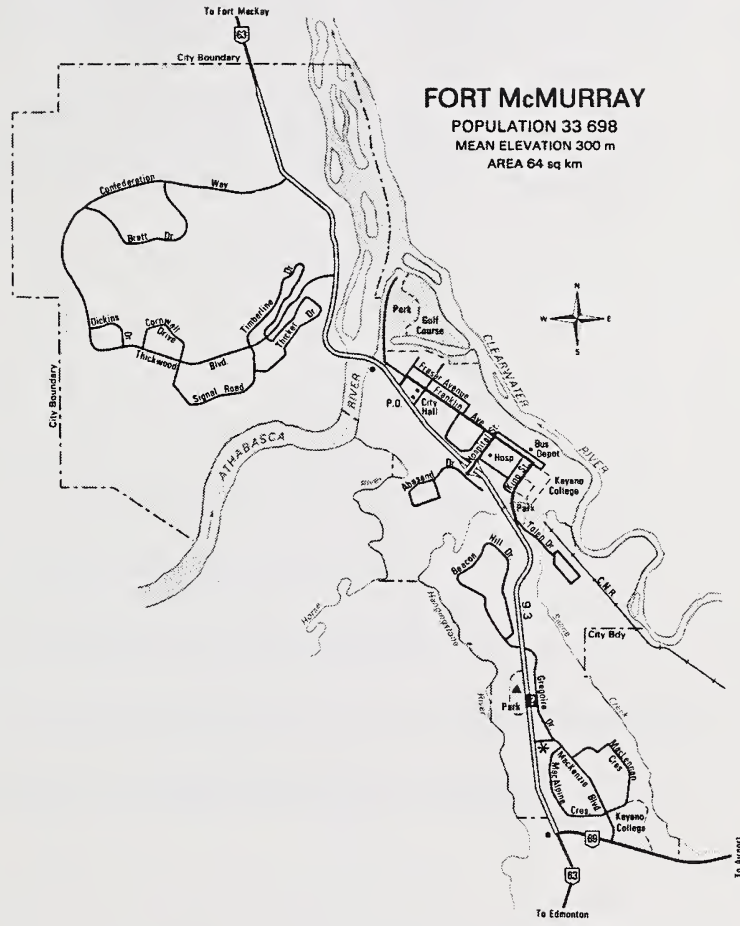
Study the maps of Drumheller and Fort McMurray on the next page. Can you see how the boundaries are drawn? One of Fort McMurray's boundaries is the **Clearwater River**, which is a natural boundary. On the Fort McMurray map, can you find the **city hall**, one of the **golf courses**, and **Keyano College**? Mark city hall, a golf course, and Keyano College with a coloured pen or crayon. Notice how the **Athabasca** and **Clearwater Rivers** meet. Mark a big **X** where these two rivers meet. On the map of Drumheller, notice how the boundaries include a provincial park. Can you find **North Dinosaur Trail** and the **Federal Penitentiary**? On the map of Drumheller, mark either North Dinosaur Trail or the Federal Penitentiary with a coloured pen.



***Your supervisor will check your map work to see if you have followed instructions correctly.

Optional Exercise

You may be able to find a map of your city, town, or county. You may do this assignment if you can find a map and if you would like to do so. If you have a map, see if you can find a few special landmarks in your community and label them. Can you find the spot where a school, a church, and a sports facility are located? Remember, you are not **required** to do this exercise. Do it only if you want to.



Here are some questions to get you to think about your community. Some of your answers will be **facts**, and some answers will be your own **opinions**.

- 1. a. How did your community (or nearest community, if you live on a farm) get its **name**? Try to find the story behind the name of your community.

- b. What is the approximate **population** of your community or nearest community?

- 2. List examples of **industries** and **businesses** in your community.

3. Place a check mark (✓) beside the items **you** believe are important to the people in your community.

- _____ getting a lot of education
- _____ attending church
- _____ living in a good neighbourhood
- _____ working at a good job
- _____ being friendly
- _____ living in the community a long time
- _____ safety and crime prevention
- _____ supporting community programs
- _____ changing things that are wrong with your community

4. a. What is your biggest **complaint** about your community?

b. What do you think can be done to change it?

5. What is your **favourite spot** in your community? Explain why.

6. a. Would you **recommend** your community to someone who wants to find a new place to live? _____

b. Why?



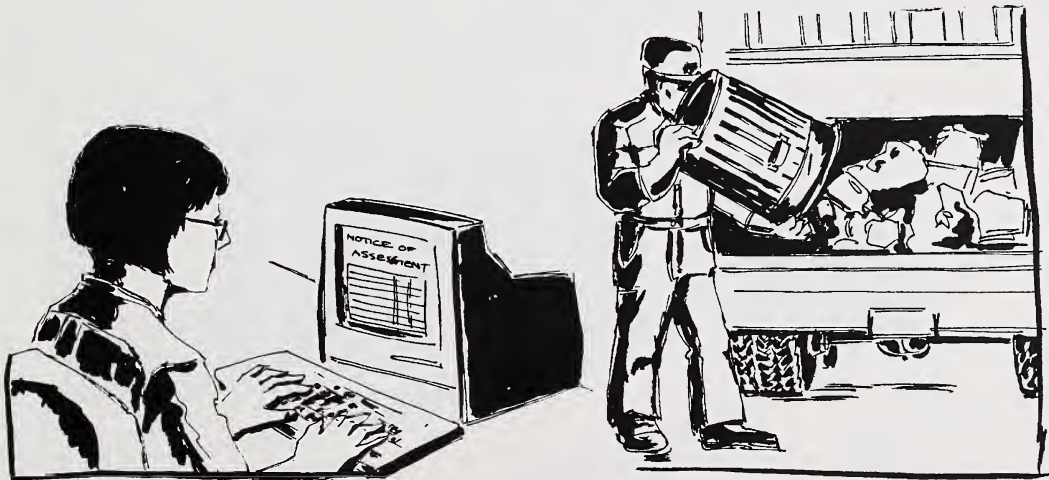
CHECK YOUR EXERCISE 1 ANSWERS AT THE END OF THIS LESSON

EXERCISE 2: How Is Municipal Government Organized?

Now that you have had the opportunity to think about your community, we will take a closer look at **municipal**, or local, government. It is sometimes called **local** government because it is concerned with the needs of the people in a small, local area.

The municipal government could be a large **city**, a **town**, or a **county**. The municipal government receives its powers directly from the provincial government. The reason the provincial government hands over some power and authority to the municipal government is so that local needs can be satisfied by an elected group of local people who have a better understanding of these needs.

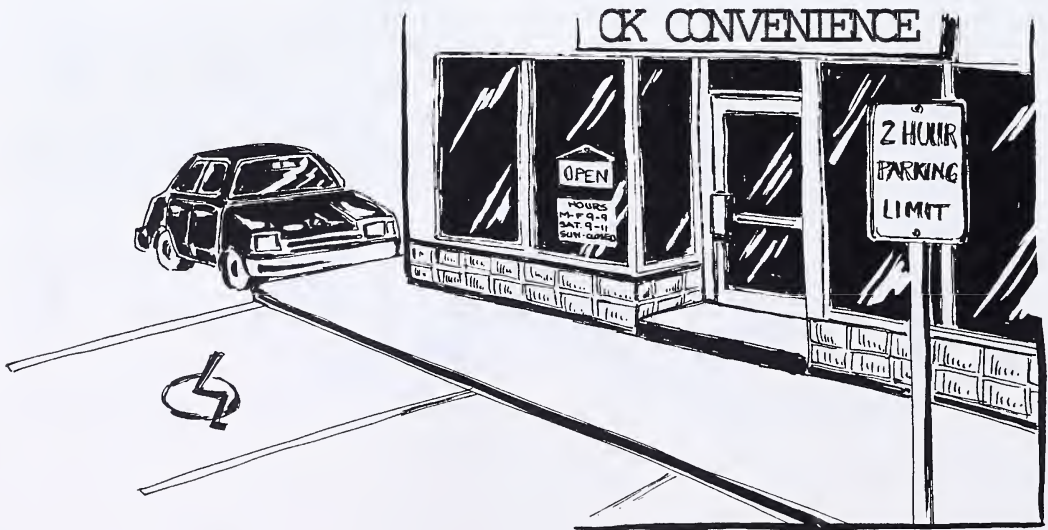
The work of both the federal and provincial governments are supported by a group of public servants. This is true for the municipal government as well. The **public servants** carry out the decisions made by the municipal government. Some public servants work at city hall, the town hall, or the county office. Other examples of municipal public servants are: firefighters, teachers, librarians, public works staff, county maintenance workers, school bus drivers, recreation department staff, and people who provide garbage services.



Municipal governments pass **bylaws** to govern their districts. You remember that a federal law requires three readings by the House of Commons and three readings by the Senate before it is passed. Our provincial laws require three readings by the Legislative Assembly. A municipal law is handled in a different way. Here are the steps that it follows:

1. An elected representative makes a **motion** or a suggestion for a new law.
2. The elected members discuss and **debate** the idea. A **committee** sometimes studies the idea so they can present more information.
3. The members **vote** on the motion. If most representatives vote in favour of it, the motion is passed or **carried**.
4. The motion is proclaimed a **bylaw**.

The bylaw is a law only for the area covered by that municipal government. For example, Edmonton has a bylaw that says garbage will be collected every week, except during the winter months when it is collected every two weeks. Lethbridge and High Level may have an entirely different bylaw about garbage collection. The bylaws passed by a municipal government may set rules about what hours stores may stay open. The bylaws may set rules about how and where people may park their cars and for how long.



Municipal governments have many important responsibilities. How do they get money to provide services? We said earlier that municipal governments are created by the provincial government. The municipal government is aided by the provincial government with money, or **grants**, to pay for many of the services it provides. These grants are used to improve educational services, day nurseries, playgrounds, roads, and many other projects in the municipality. The provincial government provides money to make sure that the basic services are available.

A second way municipal governments raise money for services is by setting a **tax** on property and land. All property owners pay a **property tax**. The people who pay these taxes are called **ratepayers**. If the municipal government wants money for a special, expensive project such as a public arena, a stadium, or a swimming pool, then they must prepare a bylaw to increase property taxes to cover the costs of the project. Sometimes the ratepayers are in favour of such a decision and sometimes they oppose it.

A municipal government has many bills to pay that cannot be covered by property taxes alone. That is why it is important that the provincial government provides some of the money to municipal governments, so that basic services will not be neglected.

1. How are the municipal and provincial governments **connected**?

2. Explain what each of these words means.

a. property tax _____

b. bylaws _____

c. ratepayer _____

3. Give an example of a municipal **public servant** and tell why this job is important.

4. a. Compare the steps used to pass **laws** at the local and provincial levels. Explain one way in which the steps are **similar**.

b. Explain one way in which the steps are **different**.



CHECK EXERCISE 2 ANSWERS AT THE END OF THIS LESSON

EXERCISE 3: Local Elections

When we studied federal and provincial governments, we learned that representatives are elected for a period of up to five years. An election could be called at any time of the year. In Alberta, **municipal elections** are held every **three** years. They take place a little after the middle of October.

When people in cities, towns, and rural areas vote in municipal elections, they elect local representatives called **councillors** or **aldermen**. They also elect a leader called a **mayor**. During the municipal election, school board representatives are also chosen for each area. All of these representatives are elected for a period of three years.

When we talked about federal and provincial elections, we noticed that the elected representatives were members of a political party. If a political party has a majority of elected members, they control the government. If the representative is from a political party who did not elect the most members, they are part of the opposition. The municipal candidates in an election are **not** elected as members of a political party. They are like the independent members of Parliament and the Legislature.

From three to seven members may be elected to run a city council, town council, or county council. Sometimes there are more than seven. The number of people on a council will vary from one area to another. One of the rules is that there must be an **odd number** of people on the council. During election time, the election workers will have a list of eligible voters. People are given ballots and mark their votes in secret.

What sorts of **qualifications** must someone have, or what rules must be followed, if a person wants to be a **candidate** in a municipal election? First, you must be a Canadian citizen. You must be eighteen years of age and have lived in the area for at least six months. Besides those rules, you should have some good ideas about how to improve life in your community. You should be ready to work hard by attending meetings and making some useful suggestions. To be nominated as a candidate in the election, a person must fill out some forms. He or she must get a number of people to sign the forms showing support for the candidate.

1. Explain ONE way that municipal elections are **different** from either federal or provincial elections.

2. Why do you think we have a rule that there must be an **odd number** of people elected to a municipal council? Think about what would happen when a council votes.

3. Some of the **qualifications** that municipal candidates must have were discussed. If you bake a cake, many ingredients go into the recipe to make a good cake. Can you think of a good recipe for an elected municipal representative? You may list your ideas instead of using complete sentences, if you wish.

4. **Do either Question A or Question B.** In both cases, you will think about a situation and **predict** what will happen. The answers will be your own opinions, but we want you to give reasons for your opinions.

QUESTION A

There is a little town in Alberta called **Dumptown**. None of the people volunteer any of their time for community events. Only one tenth of the people take time to vote in elections. The town council has a mayor and four councillors. A notice is put in the Dumptown paper that elections will be held in five weeks. If anyone wants to be a candidate for one of those positions, that person must let the town clerk know within one week. What do you predict might happen to Dumptown municipal government, and why?

QUESTION B

You are an **MLA** (provincial representative) and have held that position for thirteen years. You want to continue to work for people as an elected representative but you want to try something new. Would you try to be an elected **council member** (municipal government) or an **MP** (federal government)? Give reasons for your decision.

My decision is _____

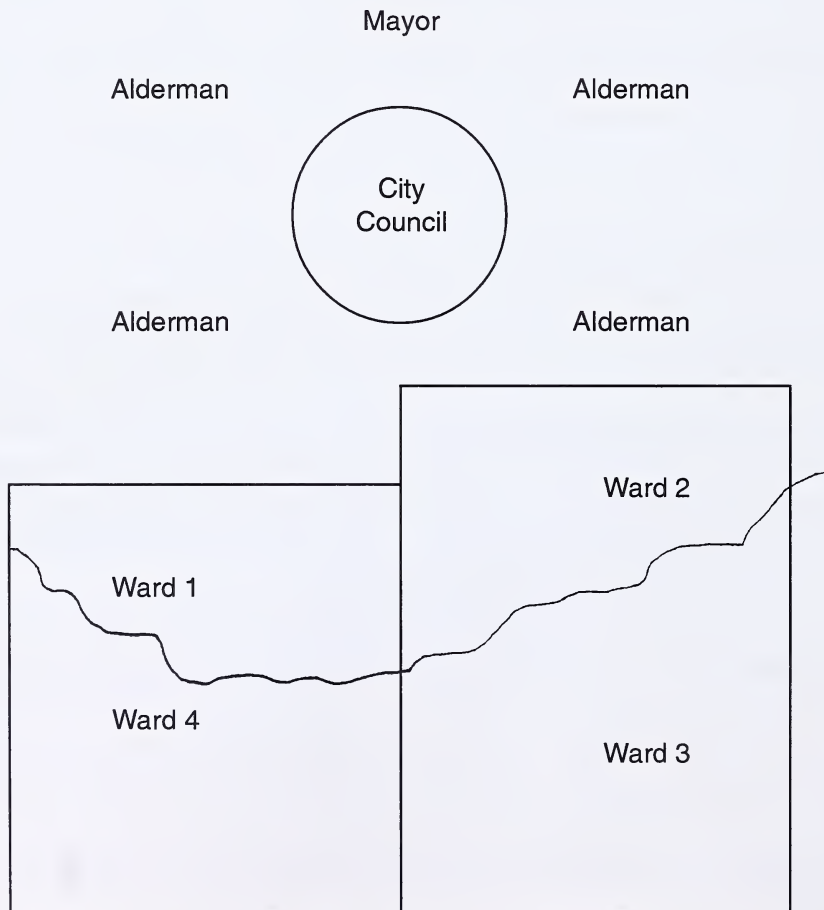
Reasons: _____

EXERCISE 4: Kinds of Municipal Governments

Because there is more than one kind of municipal government, we will take a look at a few different kinds.

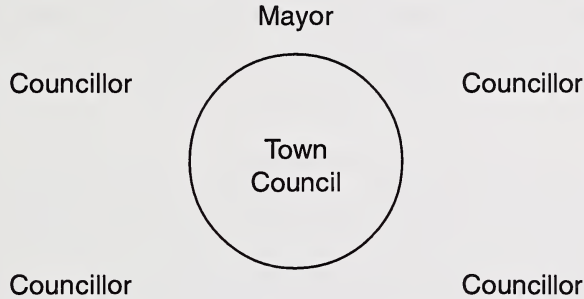
Example One: City Council

A city is usually run by a group of elected officials known as a **city council**. The head of a city council is the **mayor**. The other city council members are often called **aldermen**. The mayor is elected by all the voters in the city. Each alderman represents a section of the city known as a **ward**. The voters in each ward vote only for the candidates in their own ward.



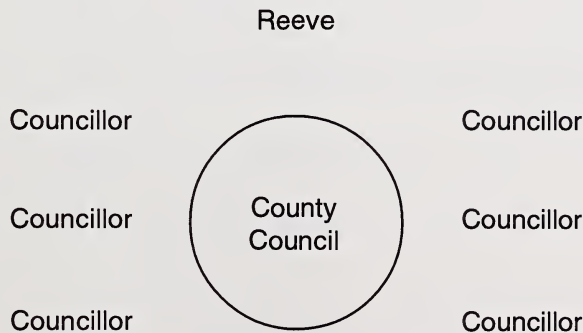
Example Two: Town Council

Towns are run in a similar way to cities. Again, a **mayor** is the head official of the town council. The other members of a town council, however, are known as **councillors**. Both the mayor and the town councillors are elected by all the voters of the town. Towns are not divided into wards.



Example Three: Rural Government

The province of Alberta is divided into **counties** and **municipal districts**. Larger counties may also be divided into smaller divisions. Like towns and cities, counties and municipal districts are governed by a council made up of elected **councillors**. The councillors choose a leader from among those people who have been elected. This person is called a **reeve**.



How do we know when a village is big enough to become a town or a town is big enough to become a city? In Alberta, a **city** has 10 000 people or more. A **town** has 1 000 people or more. A small rural area must have at least 300 people to be called a **village**. How do we know how many people live in each of these areas? The number of people are counted by taking a **census**. The census taker goes to each home in the area and asks how many people live in each household. It is very important for each city, town, village, county, or municipal district to have a fairly accurate idea about the number of people it has, because the provincial government gives money to the municipal government based on the number of people for which it provides services.

1. Three basic types of municipal governments were described—**city**, **town**, and **rural** government. Answer as many of these questions as you can.

- a. The kind of **municipal government** in my area is _____
- b. How many **councillors** or **aldermen** are there? _____
- c. Who is your **mayor** or **reeve**? _____



2. a. Are your elected municipal council members **visible**? That means, do you know who they are? Do you see them at community events? If you wanted to talk to them about a municipal problem, do you think they would be easy to get in touch with, and willing to help your family?

b. Is it important that they are **visible**? Why?



EXERCISE 5: Municipal Government Services

In earlier lessons we have talked about government services. They are worth mentioning again because they are so important. **Municipal** government is the level of government which is closest to our communities and our homes.

Municipal services are also directly related to our everyday lives. Would we notice if the federal government suddenly closed its defense department? Probably not. Would we notice if the provincial government suddenly decided not to manage its natural areas? Not unless we lived close to them. Would we notice if the municipal government suddenly cut off water, garbage services, and electric power? You bet we would! Most municipal services have an immediate effect on our lives.

Municipal governments look after many services for the people of their communities. Look at the list below showing the different kinds of services your local government may provide.

	Municipal Government Services
<input type="radio"/>	schools
	libraries
	police
	health care
	fire protection
	noise level regulations
	roads and bridges
<input type="radio"/>	land usage by-laws
	swimming pools
	bus service
	garbage and sewage disposal
	aid for the needy
	parks and play areas
	snow removal
<input type="radio"/>	planning new housing developments
	day nurseries

You can see by the list of services that a municipal government has many decisions to make. It decides not only which programs to support, but has to consider the **cost** of the program, too. A municipal government has to consider what kind of programs and activities are needed in a community. It has to decide whether the community can afford the programs. These are the kinds of problems that are discussed and debated at council meetings.

The council will decide such things as whether to build a new park with a playground, or a new library. The council will look at who will use these facilities, where they could be built, and the cost to build such facilities. The council has only so much money to spend, so they have to make careful and wise decisions about which project is important for the growth of a community.



1. Look at the list of services on page 17. List any of these services that your municipal government does **not** provide at the present time.

2. In Lesson 1 we talked about **priorities**. Name **THREE** needs in the list that are priorities for **you**. (Think of which services you would miss the most.) Give a reason for each choice you have made.

Choice #1: _____

Reason: _____

Choice #2: _____

Reason: _____

Choice #3: _____

Reason: _____

3. Tuesday evening: You just got home on the bus from a softball game at the local ballpark. Before you go to bed, you have a shower and brush your teeth. You are not really tired yet, so you read your library book for an hour before you turn off the light and go to sleep. Which **services** have you used that are provided by the **municipal government**?

EXERCISE 6: Government and The Pet Food Palace

Mr. Donnevan worked very hard for many years driving a big truck all across Canada. He delivered important materials. The job was very tiring. One day when he had enough money saved, he decided to work at something else. He wanted to own a business so that he could "be his own boss".

Mr. Donnevan bought a small **pet food store** in his home town. He hired one full time worker, and two high school students who worked part time. He had a cute little sign put on the door which said: "Pets Are Welcome to Shop With Their Owners".



Although Mr. Donnevan was the owner of the store and was in charge of everything himself, he soon learned that he could **not** do exactly as he wanted. There were many government **rules** and **regulations** that he had to obey, as shown by the list below. Let's take a look at how businesses and governments must work together.

1. *Name of the Store*

Mr. Donnevan registered the name of his store and he had to make sure no one else had the same name.

2. *Business License*

He had to obtain a proper license before he could open a business.

3. *Business Taxes* He had to pay business taxes to the municipal government.
4. *Hours of Operation* The municipal bylaws would not allow businesses like his to be open on Sundays, or later than 6:00 PM on Mondays, Tuesdays, Wednesdays, or Saturdays.
5. *Minimum Wages* According to provincial law, Mr. Donnevan had to pay his younger employees (under 18) at least \$4.50 per hour, and his older employee (18 or over) at least \$5.00 per hour.
6. *Minimum Age of Workers* He could not hire anyone under 16 years of age to work in his store.
7. *Prices and GST* Mr. Donnevan had to collect and forward GST (Goods and Services Tax) to the federal government.
8. *Business Standards* Mr. Donnevan had to follow certain business rules. He had to keep sales records and could not sell any unsafe products.
9. *Health Standards* Mr. Donnevan's store had to be a safe and clean place for the public to shop. He had to apply for special permission to have pets in his store since this is usually not allowed.
10. *Insurance* He had to have business insurance on his store in case there were any hazards to public safety which could cause injuries.
11. *Snow Removal* In winter he had to make sure that the snow and ice was removed from his sidewalk by 8:00 AM.

12. *Business Signs*

A municipal bylaw said that the sign for his pet food store could not be larger than a certain size, or it would clutter the business area.

13. *Location of Business*

Each town or city has its own plan about what kinds of stores can operate in what areas.

Mr. Donnevan was quite surprised to find all these rules! Maybe he wasn't his own boss after all. Then he thought about the rules and decided that most were reasonable and good. They would help him operate a successful business.

Businesses provide us with many services. Business and governments work together to help each other and improve the services we all can enjoy.

Did Mr. Donnevan open his pet food store? Yes, he did! And he still enjoys treating pets like royalty at the **Pet Food Palace**.

1. If you were Mr. Donnevan, which of the rules and regulations would you find the most annoying? Give reasons for your choices.

- 2. If you were a **customer** in Mr. Donnevan's store, which of the regulations would you want to be sure that he followed? Give reasons for your choices.

- 3. Mr. Donnevan has to follow many rules. But his business also receives **services** from his municipal government. List as many as you can think of.

EXERCISE 7: Making Hard Decisions

The Grade Six students who attend **Leeville School** have been both excited and worried for the last six weeks. During council meetings, local councillors have been studying and debating an important issue for the past few months. The local newspaper has carried many stories about the debates. People discuss it at home, at school, at church, and as they meet each other while shopping. A decision will be made soon and everyone hopes it will be the right one.

What is happening to cause so much concern and excitement? The town council of Leeville is trying to decide if they can afford to build a **swimming pool** for the citizens of the town.

Leeville has never been fortunate enough to have its own pool. In the summertime, some of the people drive out to Lake Leeville, which is about 8 km out of town. The shore of the lake is rough and rocky. The water is cool and has some debris floating in it. Some people have attempted to swim in the local river, but many sections of it are fast and dangerous. When the school students take swimming in gym class, they must get on a school bus and travel to St. Phillipe, which is 25 km away. St. Phillipe built a lovely indoor swimming pool five years ago and they accept the students from Leeville. But the Leeville students and school board would like to have a pool in their own town.

But the town of Leeville has other serious problems to think about as well. The farmers in the area have had their crops completely destroyed by severe hailstorms. At the same time, the river flooded a quarter of the town and caused a lot of damage to the town offices, which have not yet been properly repaired. With these hardships, how can the municipal council of Leeville possibly find any money to build a swimming pool?

A swimming pool would be very good for the town of Leeville, but in order to build one the municipal council of Leeville would need to find a lot of money. That would likely require an increase in taxes, and many people would not agree to support the pool when other work needs to be done.

THE SWIMMING POOL DECISION

1. What **issue**, or problem, is the Leeville council trying to make a decision about?

2. In your own words, explain both sides of the issue. That is, give the arguments **for** and **against** the swimming pool.

3. If you were a member of town council, how could you find out what the people of Leeville wanted? Suggest as many ways as you can think of.

4. What are the **choices** that the town council can make?

5. Is it possible to make a choice that everyone could accept? Explain your thinking.

6. What decision would **you** make if you were a member of Leeville town council? Give reasons for your decision.

EXERCISE 8: Review

Let's review the new information we have learned in Lesson 4. We will do a brief summary of each exercise on municipal government.

The first exercise was different for each student because you were learning about special features of your own **community**. You found **boundaries** and **landmarks**. Then you answered some questions about the special problems and attractions of your community.

Municipal government (Exercise 2) receives its powers from the provincial government. Local governments have their own **public servants** to help them meet local needs. We found out how municipal government makes **bylaws**. We learned that municipal government receives money from provincial **grants** and that people also pay a **property tax** to the municipal government.

We discovered some interesting facts about elections for **councillors** in Exercise 3. Elections are held every three years. Candidates are **not** elected as members of a political party. An odd number of people must be elected to a local council.

In Exercise 4 we took a brief look at **city** councils, **town** councils, and **county** councils. Each one has elected **councillors**, who are sometimes called aldermen. The leader of the municipal council is called a **mayor** or **reeve**.

Municipal government is responsible for providing many important **services** that are related to our everyday lives (Exercise 5). Local government has only a limited amount of money to spend, so they must make careful and wise decisions.

In Exercise 6 we learned about all the **government regulations** that Mr. Donnavan had to obey when opening his pet food store: business license, business tax, hours of operation, minimum wages, minimum age of employees, GST, business standards, health standards, and insurance.

In Exercise 7 we took a closer look at one of the problems a municipal government might have. The town of Leeville needed a swimming pool, but in order to build one, the people would have to pay higher taxes.

1. a. What does the word **boundary** mean?

b. Give an example of a boundary in your local area.



To get information for question 2, ask your supervisor for help, or you may phone city hall, the town office, or the county office.

2. Have property taxes been increased in your area in the last three years?

Yes or No: _____

If the answer is Yes, can you explain why?

3. Pretend you are a **public servant**. You work in a **town office**. Mrs. Reynolds comes into the town office and wants to open a small **crafts store**. Explain to Mrs. Reynolds **three** regulations she must be aware of in order to operate a store in your town. The regulations do not have to be the same as those in Exercise 6, but they must be appropriate.

4. Look at the list of **services** provided by municipal government in Exercise 5. Imagine that your municipal government decided to **stop** giving one of these services. How do you think that would **change** your community?

Service that is taken away: _____

Change in my community: _____

GLOSSARY

boundary	a line, natural or people-made, which separates one area from another
bylaws	laws or rules passed by municipal governments
carried	a term used when the majority of voters accept a motion
census	a count of the number of people in an area
councillor	an elected member of a municipal council
grant	money the municipal government receives from the provincial government
landmark	a well known place, physical feature, or people-made thing which is associated with a local area
mayor	leader of a city, town, or village council
motion	a suggestion or proposal for a new law
municipal government	the government level that is concerned with the needs of people in a local area, e.g. city, town, village, county, etc.
property tax	money that the owner of land or a house pays to the municipal government
ratepayers	people who pay property taxes
reeve	leader of a rural municipal government
ward	a section of a city represented by a councillor

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

Answers for all Exercise 1 questions will vary according to location and student perception. Give help with research when necessary, and help the student to see both positive and negative aspects of the community.

EXERCISE 2

1. Municipal governments receive their authority (power to pass laws and provide services) from the provincial government. Municipal governments also receive money from the provincial government to help them provide their services.
2.
 - a. property tax: a tax paid to a municipal government by owners of houses or land
 - b. bylaws: laws or regulations passed by municipal governments
 - c. ratepayer: a person who pays property taxes
3. Many examples are possible, e.g. administrators, teachers, clerks, maintenance workers, police, firefighters, librarians, etc. The importance of the chosen job is partly student opinion, but the student should show how the job benefits the public, e.g. maintenance workers fix broken water lines so that water supplies to homes and businesses are restored.
4.
 - a. Motions or bills are usually introduced by individual elected representatives. Discussion, debate, and voting always take place. There might also be committee work at both levels.
 - b. At the provincial level, a bill must go through three readings, and also be approved by the Lieutenant Governor. A municipal motion has only one reading, and is not approved by someone outside the council.

EXERCISE 4

1. Answers depend on where the student lives. The supervisor should check the answers and help the student get the necessary information.
2.
 - a. Response will vary, depending on student's knowledge of local representatives. Some adult perspective is probably needed here. The answer is not as important as the fact that the student begins to think about the relationship between the representatives and the electors. Councillors in small towns and rural areas are usually better known than in cities because of the difference in population.
 - b. It is important that elected representatives are available ("visible") so that people can express their opinions and concerns. We want councillors to be aware of our views when they debate and vote.

LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

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Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing or incorrect)

File Number:

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LESSON 5: NATIVE GOVERNMENT

We have now studied federal government (Lesson 2), provincial government (Lesson 3), and municipal government (Lesson 4). Perhaps you believe we now know all we need to know about government in Canada. But there is a special area we have not yet studied—that is, Native government.

Native government has changed a great deal over the years. Let's begin by looking back to a few hundred years ago.

EXERCISE 1: Traditional Native Government

Many years before the fur traders, missionaries, and settlers came to Canada, many Indian tribes lived in this country. If you look on pages 16 and 17 of your atlas, you can see that Native people were found in almost all parts of Canada. The main legend on page 17 shows how the Native groups were divided according to language. When people have the same language, they can exchange ideas and learn from each other.

The legend on the left hand side of the page shows the distribution of Inuit and Native people. This information shows which areas were most favoured by the Natives. The clusters of black dots show where large groups of Natives made their homes.

Take a piece of tracing paper or some kind of paper that you can see through. Turn to atlas pages 14 and 15. Carefully trace an outline of Alberta on the paper. Mark Edmonton and Calgary. Now go back to pages 16 and 17 and fit the outline you traced over the Alberta map on page 16. You will notice that heavy clusters of Native settlements can be found around Alberta's two major cities—Edmonton and Calgary. In fact, the early Native settlements with the highest populations are found around Canada's big cities of Vancouver, Regina, Winnipeg, Toronto, and Montreal.

Traditional Cree Government

Long ago, Native people were well organized to satisfy their daily needs. The people were **self-reliant**, which means that everyone worked together to satisfy the needs of the group. Because everyone helped with the work, everyone had a chance to speak at the **council meetings** where decisions were made. The Native government was very democratic because the people had the opportunity to give their wishes and opinions. Once everyone had spoken, a decision was made by general agreement, or **consensus**.

Let's look at a present-day example of consensus. Six friends gather together on a Saturday afternoon to talk about what they would like to do. Most mention they would really like to go to the park, for a variety of reasons. A decision is made to go to the park by general agreement, or consensus. They don't actually vote on that decision about going to the park, but since most of the comments have been very positive, that is what they decide to do.



Making decisions by consensus is a good idea for many reasons. Everyone in the group is invited to talk. People put together their ideas to reach a good choice. Many different views can be heard. But suppose a couple of people are very talkative and bossy. Other people in the group might not speak up. Or maybe the decision is very close, with about half the people really wanting one thing and half really wanting something else. In those situations, people must be careful when using consensus.

The Cree people were grouped into **bands**. Each band had several families in it. Each family was represented by a **headman**, who was considered the leader of that family. All the headmen together formed a **council** who sat in a circle, and everyone had equal power. A **chief**, or **okimaw**, was chosen as the leader or **spokesman** for the council. The chief did not force the people to make decisions one way or another. A chief had to have many important qualifications, such as being: a skilled hunter, a good warrior, a wise advisor, and a respected member of the group. He became the **peace chief**.



A council of Cree headmen

The Cree people realized that they could benefit by having different kinds of leadership. Besides the peace chief, sometimes the band would be led by the **war chief**, chosen from the warriors' society. When the band was in danger or when many bands gathered together and there were large numbers of people to control, the war chief was skilful in handling such situations.

For the Cree, one of the main sources of food, clothing, and shelter was the buffalo. The buffalo were huge, fast, and sometimes dangerous animals. Leaders for the buffalo hunt were chosen to make sure each hunt was successful. A buffalo hunt leader had to be brave, a good horseman, and a knowledgeable hunter.

Another very important group of people who had a lot of influence on the Native people were the **Elders**. They were the older men of the tribe who had gained a lot of special knowledge from their many years of experience. The Native laws were not written down, they were simply remembered by the Elders. The Elders provided guidance when important decisions had to be made.



In winter time, the Cree usually moved north in small bands to avoid the windy prairies. In the summer, the bands would go south to meet the buffalo herds going north. In the summer, many bands would join together to work and play. The big event was the **Sundance**, which was a special religious ceremony. The Cree used the summer gathering of all bands to elect the chief of all chiefs, or the **head chief**.

Let's see how the Cree Indians satisfied their basic needs through their many levels of government.

PHYSICAL NEEDS
 food, clothing, shelter, protection

okimaw
war chief
leader of the buffalo hunt

SOCIAL NEEDS
 feelings of togetherness
 rituals

Sundance
Election of Head Chief

PSYCHOLOGICAL NEEDS
 pride in traditions
 customs

Elders

Some thoughtful ideas were used to organize the traditional government of the Cree people. Let's compare their ideas with the ideas used to set up government in Canadian society.

COMPARING GOVERNMENTS		
	TRADITIONAL CREE	CANADIAN GOVERNMENT
Main Leader	Head chief	Premier or Prime Minister
Local Leader	Chief or Okimaw	Mayor or Reeve
Elected Representatives	Headmen	Councillors, MLAs, MPs
Local District	Band	Ward, Electoral Division, Constituency
Government Body	Council Meetings	City, Town, or County Council Legislature, House of Commons
Senior Advisors	Elders	Senators
Keeping Law and Order	Warrior Society	RCMP or Local Police
Making Decisions	Consensus	Voting
Meeting Style	Circle of leaders - equal power	Political parties in House of Commons, Legislature -one party in power

1. Is your family **self-reliant**? Explain why you think it is or it isn't.

2. a. The Cree Indians had two important chiefs. One was the **peace chief** and the other was the **war chief**. Which one do you believe was the most difficult position?

b. What are your reasons for that choice?

3. Think of an older person you know and respect. Why would this person have made a good Elder in the Cree tribe many years ago?

4. Study the chart on page 5 comparing traditional Cree government and Canadian government.

a. What do you like best about traditional Cree government?

b. What do you like best about our Canadian government?

5. Your older sister has a game called "**Mastermind**". It has a board like a Checkers game, only it has many different pictures on it instead. There are little plastic figures in different colours. You would like to play the game with two of your friends but someone lost the sheet that has all the rules of the game. How would you go about making up rules for the game using **consensus**? (Don't explain what the rules would be, but rather explain **how** you and your friends would go about deciding on the rules.)

EXERCISE 2: The Mooniyaw (White People) Arrive

In Exercise 1 we learned that the Natives who lived in North America before the white people arrived were self-reliant. They had a well organized government. When the white people came, the life of the Natives changed a great deal.

As you read this story, underline in one colour all the sentences about good things the white people brought to the Natives. In a different colour, underline all the sentences that talk about harmful things.

In Lesson 3 we learned a bit about the arrival of fur traders and settlers to Alberta when we studied provincial government. The European explorers and the Native people had cultures that were quite different. Sometimes there were serious disagreements between the two groups. Sometimes the two groups used their knowledge to cooperate and be helpful to each other.



Natives helped the Europeans to prepare clothing and shelter for harsh winter weather. Natives introduced the Europeans to snowshoes, birch bark canoes for travel, and to various Native medicines for diseases. Natives helped the newcomers explore the rivers, and traded furs to them.

The French explorers traded metal tools, axes, pots, and knives to the Indians for their furs. These things helped to make Native food preparation easier. The Natives also received wool blankets as well as horses and guns, which affected the way they hunted. The European explorers brought with them the dreadful disease smallpox, which killed thousands of Natives. The Natives sometimes traded their furs for firewater (alcohol) and tobacco.

As the Natives and Europeans began to know each other better, they began to marry. There were many French traders without wives, since white women were scarce in Canada at that time. Many Native women married French men. Their children became a special group of people called **Métis**, which means "mixed blood". This means they had both European and Native parents.

The fur trade brought the European traders so much money that they kept persuading the Natives to spend more and more of their time hunting and trapping animals.

The **missionaries** were people who worked for a church. The missionaries who arrived tried to learn the language of the Natives. They introduced the Natives to Christian religion, and taught them basic reading and writing. The missionaries tried to get the Indians to give up hunting and the **nomadic**, or wandering, way of life. The missionaries tried to help the Natives learn farming skills.

In 1870, the government of Canada took over the North-West Territories from the Hudson's Bay Company. White settlers began to move into the area.

All of the white people who arrived in Canada had gradually changed the Indian way of life. The earlier explorers had introduced the Natives to many new trading goods. The fur traders had encouraged them to hunt and trap animals whose hides could be traded for goods. The missionaries had introduced them to religion and farming. Now the surveyors and the settlers were changing their nomadic life even more by limiting the areas where the Natives could wander freely.

The Native councils could see how all of these changes created many hardships for the Indian people. The buffalo were scarce, so they were often hungry. Smallpox was killing many of them. The Indian people agreed in the council meetings to talk to representatives from the white people's government in order to make changes, receive help, and survive.

Sir John A. Macdonald was Prime Minister of Canada. He didn't want to have the terrible wars between Natives and whites that he saw taking place in the United States. Arrangements were made for Commissioner Alexander Morris, who represented the Canadian government, to meet and talk with the Natives. In 1876, Alexander Morris and the chiefs and headmen (representing the Native people) sat down to **negotiate**, which means to talk about the situation and reach an agreement. They made some important decisions.



Here are the main parts of the Treaty settlement.

The Natives promised:

- to keep the treaty promises
- to keep peace and order
- to help bring to law any Indian who didn't obey the law or treaty
- to not harm people or their property

The Canadian government promised:

- to give land called **reserves** to the Natives
- to provide schools
- to allow the Natives hunting, trapping, and fishing privileges
- to provide a medicine chest or box (to help during sickness)
- to provide farm equipment
- to help the Natives during times of famine

The chiefs and headmen took this information back to the band council. The Native people discussed it for a long time. Finally a treaty was signed.

1. When white people came to Canada, the Native people experienced many changes. Name TWO hardships the Indian people experienced.

2. Think of your neighbours in the city, in town, or in the country, and the things they have done to help you when you needed assistance. Now read this statement: "The Natives were good neighbours to the early fur traders." Do you believe that statement is true? Why or why not?

3. You remember that people have three main kinds of needs—physical, psychological, and social. Look at the list of promises the Canadian government made during the treaty negotiations (page 10).

- a. Which **one** of the three kinds of needs received the most attention?

- b. Give ONE example of a promise which related to the kind of need you named in question a.

- 4. a. Why were the Natives willing to negotiate a treaty agreement with the Canadian government?

- b. Why was the Canadian government willing to negotiate a treaty agreement with the Natives?

- 5. When you are negotiating with someone for a business deal, it pays to ask good questions so you know what to expect. For example, if you were getting a new puppy from an animal shelter, a smart question to ask would be: "How big will he grow?"

If you were one of the Native chiefs negotiating a treaty agreement a long time ago, think of ONE good question you would ask.



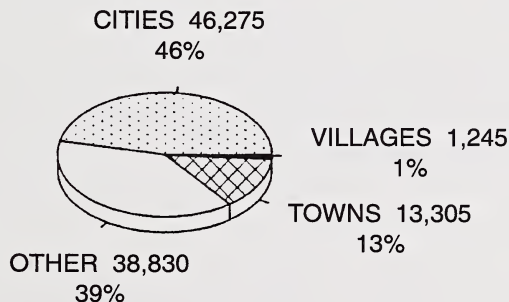
CHECK EXERCISE 2 ANSWERS AT THE END OF THIS LESSON

EXERCISE 3: The Métis People

In Exercise 2 we learned that when white people started arriving in Canada, some Native women married white men, and their children were called Métis. The Métis are separate from the Native Indians, or Treaty Indians, who did not marry white people. The Métis way of life is not Indian and it is not European. The Métis had close ties with the early missionaries who set up churches and schools for them.

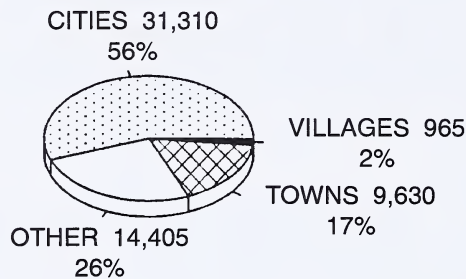
First, let's look at the Native people and then the Métis, so we can see some of the differences. There are almost 100 000 Native Indians in Alberta today. Close to half of them live in cities. A large number of them live on **reserves**, which are special areas of land owned by the tribes. A small number of Native Indians live in towns and villages. The Treaty Indians automatically receive money for education and medical needs from the federal government because that was part of their treaty agreement. They have special hunting, fishing, and trapping rights.

Where Treaty Indians Live in Alberta



The Métis people are separate, as we mentioned before. They have many different rules governing them. There are about 57 000 Métis living in Alberta. A little over half of them live in cities. Many of the others live on special areas of land called **Métis settlements**. Many of these settlements are located close to the reserves of the Treaty Indians. Some of the Métis live in towns and villages in northern Alberta. A smaller number live in the southern part of the province. Alberta is the only province in Canada that has set up Métis settlements. The government signed treaties with the Native people, but they did **not** sign treaties with the Métis.

Where Métis Live in Alberta



Métis families are very close. Not only are the parents and children very close to each other, but so are aunts, uncles, grandparents, and cousins. This means the Métis have close **kinship**, or family ties. Another way to describe the Métis situation is to say they have an **extended family**, which means that all family members (in addition to the parents) care for each other. Family members are always willing to help the parents raise the children and care for the elderly. The people take a lot of pride in looking after family members. When a Métis person meets you for the first time, they ask who your parents and other relatives are. Then they have a clear picture of who you are.

The Métis people who live in settlements have developed their own government. They have elected councillors who make decisions at council meetings, where people sit in a circle and are given equal power. They have a chairman who is a spokesman on their behalf when talking to outside groups. The councillors may make decisions on how the land in the settlement is used and who can be members of the settlement. The Elders are there to help the councillors make wise decisions.

The Treaty Indians automatically receive money from the federal government for important needs like education. The Métis people must think about a project, organize their reasons for needing the money, and then ask for funds from the federal, provincial, or municipal government.

Métis people have learned that the only way they can make improvements is to work together in groups to successfully satisfy their needs. The Métis people have a goal of obtaining **self government**, which means they want to be able to make their own decisions. The Métis want to decide what kind of government they will have, how their children will be educated, and how their land will be used. They want to protect their special customs and traditions. The Métis are working hard to make a better life for their people.

1. What is the main reason that the Métis have fewer rights than Treaty Indians?

2. The Métis people have strong extended family ties. Lucy is a Métis girl. In two weeks her grandmother is coming to live with her family because Lucy's grandmother cannot stay alone any more. Lucy likes visiting with her grandmother but she is not sure if it would be a good idea to have her move into their house. If you were Lucy's older brother or sister, what would you tell her about Métis kinship ties?

3. You have learned many new words in this lesson. Find the correct word from the list below and write it beside each phrase. You will have to review Exercises 1 and 2 for some of the answers.

Elders
settlements

okimaw
headman

nomadic
mooniyaw

reserves
council meeting

- a. _____ when people move around from place to place
- b. _____ the white settlers
- c. _____ the leader of a family
- d. _____ land set aside for the Métis people
- e. _____ the older people who remember the laws and traditions
- f. _____ the chief of the tribe
- g. _____ land set aside for the Treaty Indians
- h. _____ a place where people discuss and settle questions, sitting in a circle



CHECK EXERCISE 3 ANSWERS AT THE END OF THIS LESSON

EXERCISE 4: Native Leadership

In Exercise 1 we saw that the Native people were very **versatile** with their leadership. This means that they used more than one approach to a problem and made the best of the situation. They had different leaders to meet their physical, social, and psychological needs.

The Native chiefs and band councils also showed a great deal of wisdom at the time the Treaties were signed. They knew their people were suffering many hardships after the white settlers started arriving. They knew they could never return to their old way of life. The best they could hope for would be to get some help for their people to guard against starvation and illness. Money for education would help their young people adjust to the new ways of life that were coming.

The Native people have a direct part in the election of their representatives and their leaders. A family chooses their representative, or headman. All the headmen from the different families form the council who elect the chief. The chief helps make decisions through consensus or general agreement. Native government is very democratic. The chief is a **spokesman** for these decisions, which means the chief speaks on behalf of the group. But the chief does not have complete control over the group. Anyone in the group can influence decisions through their wisdom and good ideas.

Let's look at two examples of leadership. Each one is a suitable choice depending on the situation.

Example One: Your principal has control over your school. He or she has the final say over the actions of the teachers, students, and other staff members. He or she will decide what new programs and activities will go on at the school. The principal expects the cooperation of all people in the school when his or her decisions are made.

Example Two: Your class is divided into three groups for a social studies project. All group members suggest topics they find interesting. The group then decides on the topic they will study. Then one person from each group becomes the spokesperson who reports these decisions to the whole class. The oral reports will guarantee that there will be no overlap or conflicts with other topics. The spokesperson is not the leader of the group, but simply reports what the group has decided.



Both kinds of leadership are valuable. The Native people prefer to follow the Example Two model, so that everyone is involved in some way and there is more equality.

Do you know someone who you think is a good leader? Good leaders may be: your parents, a person in the community, one of your elected representatives, someone from your church, a principal or teacher, a Girl Guide or Boy Scout leader, the coach of your sports team, a famous athlete, an international leader, or even one of your friends at school. How does that person behave toward others? What special skills does that person have?

Many good leaders have qualities that are similar. Rather than using power and force, they should lead the people by providing them with a good example to follow. Good leaders speak up for the rights of others. They must have good ideas, be liked and respected by others, be fair, and listen to the ideas of the people. Most important, good leaders must be involved in helping others. These qualities describe a good leader in our society, as well as a good Native leader.

The Native, or Treaty, Indians elect a council and also elect a chief. Sometimes a woman is elected chief of the band. They elect people to represent them in many provincial and national groups. The Métis elect a group of councillors and a chairman. The Métis also have many provincial groups who give them leadership and work hard to make life better for them. The Elders have a lot of valuable knowledge. They are considered leaders in their own way because they give reasonable advice to the chief and elected representatives so they can make good decisions.

1. Find a **newspaper** or **magazine** story about someone who is either an elected leader or someone who has shown **leadership skills** by working for other people. Attach your article to this or the next page. Underline with a red pen or pencil any words or phrases that tell about the good qualities this person has.

2. Many qualities of a good leader were mentioned in Exercise 4. You have probably thought of many others as well.
 - a. If you had to choose just **one** quality of a good leader, which one would you say is most important?

- b. What are the reasons for your choice?

3. A good leader has to change as the world changes. Think of what Native life was like two hundred years ago. Think of what Native life is like today, as many Native people try to live and work in our Canadian society. Explain ONE important **change** you think native leaders have made over the past two hundred years.

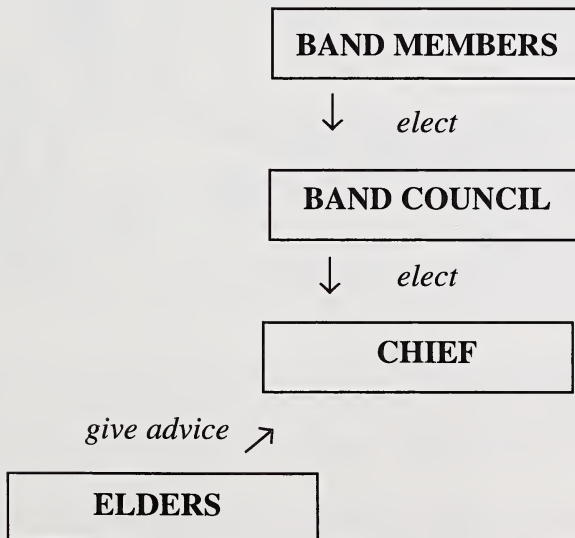
4. Would you enjoy being a leader? Why or why not?

EXERCISE 5: Native Government Today

In one of your Exercise 4 assignments you were asked to think about the Native way of life two hundred years ago compared to their way of life today. They have experienced many changes! Some of their ideas about government have changed completely. Other ideas were useful many years ago when the Native people were self-reliant, and are still successful today.

In 1982, Queen Elizabeth signed the papers which gave Canada a new **constitution**. A constitution is a set of rules that govern a country. Part of the constitution says that Native rights are protected by law because they were the first people to live in the land now called Canada. The Native people who were mentioned in the constitution were the Indians, the Inuit, and the Métis.

At one time the federal government of Canada had a lot of control over the lives of Native people on reserves. Now Natives want more opportunity to make their own decisions. There are 105 reserves in Alberta. Each reserve elects a band council who can make laws only for their reserve, the same as municipal governments can only make rules for their areas.



The Native government presents the views of their people to outside groups like municipal, provincial, and federal governments. Native governments and organizations also provide many services for their people. Some organizations are set up to help people find jobs. Others provide educational counselling. One Métis settlement called Elizabeth makes beautiful furniture for sale all across Canada. Native housing corporations build or buy houses that can then be rented to Native people.

There are many **Native Friendship Centres** which provide a place for Native people to visit, play games, dance, and entertain themselves. Native committees organize **festivals** featuring dancing, music, crafts, and religious ceremonies. Native **newspapers** keep the people up-to-date with what is happening to Native people throughout the province.



There are a few Native women's organizations who help with some of the special problems that Native women have. Social and health care services help Native people who need assistance with health care problems and social needs.

A very important area where changes have taken place for Natives is in **education**. Bands are now hiring their own teachers and principals for their schools. They know that the kind of education their children get will affect them in the future. The Native people also know that through education, young people can learn about their history, customs, and beliefs.

1. Native people use some of the ideas that worked in their traditional governments many years ago. Give ONE example. You may want to re-read parts of Exercise 1.

2. Write a short paragraph about ONE of the Native organizations or committees that you believe would be helpful in providing services to the Native people.

3. The Elders were an important part of traditional government because the Native people had no written history. Today that is different. Laws are written down and there are books and stories about the past. Is there still a good reason to have the Elders involved in government? Support your answer.

EXERCISE 6: Review

In Lesson 5 you studied Native government. Once again, many new and important facts were introduced, so let's briefly take a look at some of the highlights.

In Exercise 1, we found that traditional Cree government was very democratic. Representatives had a chance to give their point of view at the **council meetings**. Decisions were made by **consensus**, or general agreement. The **headman** was the leader of the family and the family's representative at the council. The **okimaw** was the peace chief, chosen for his special skills. A war chief was in charge of the band during times of danger. **Elders** were the experienced, older men of the band who gave advice. Many bands gathered together in the summer for the **Sundance** when the **head chief** was elected.



When the **mooniyaw** or white people came (Exercise 2), life changed for the Natives. The Natives helped the white newcomers survive the harsh conditions of the new country. The Indians traded furs for useful tools from the fur traders. Some European men married Native women. Their children were called **Métis**. The **missionaries** arrived to work for their churches and to help the Natives with schooling and farming. When the settlers arrived, the Natives realized that their way of life was really changing. They faced starvation and disease. Finally the Natives and the Canadian government decided to sign a **treaty** so both sides could live in peace.

In Exercise 3, we discussed the **Métis** people. Of the total number of Native people in Alberta, 100 000 are Treaty Indians and 57 000 are Métis. Some of the Treaty Indians live on **reserves**. Some of the Métis people live on **Métis settlements**. The Métis people give a lot of importance to the **extended family** of aunts, uncles, cousins, and grandparents. All family members work together to give assistance. Councillors are their elected representatives. The Métis are not protected by Treaty agreements like the Native Indians because the Canadian government did not sign treaties with the Métis.

In the discussion of Native leadership in Exercise 4, we learned that the elected chief is the **spokesman** for the group. Both Natives and Métis have elected councillors. The Elders are leaders, too, and contribute by giving wise advice. Some good qualities of a leader are: listening to others, being fair and respected, having knowledge, and making thoughtful decisions.

In 1982 when Queen Elizabeth signed a new **constitution** for Canada, Native rights were written down in the constitution. Native organizations provide many services to Native people, such as: marketing arts and crafts, finding jobs, providing housing, setting up Native Friendship Centres, writing newspapers, helping Native women, giving social and health care services, and being involved with Native education. Native government was important in the past and it still is today.

1. Explain TWO ways that Native government is like our municipal, provincial, or federal government.

2. Native people are involved in many **services** to look after their own people. Tell about ONE example.

3. Explain ONE important way Treaty Indians are different than Métis.

4. Look at the pie chart in Exercise 3, page 14, that tells where the **Métis** people live. In a short paragraph, tell what information you learned from that chart.

5. There were many new words to learn in Lesson 5. Give THREE examples of new words that you learned and tell what they mean in your own words.

Example #1: _____

Example #2: _____

Example #3: _____

GLOSSARY

band	a group of Indian families
consensus	decisions made by general agreement
constitution	the rules governing a country and its political system
council meeting	a gathering of native headmen to make decisions
Elders	wise old men of the tribe who gave advice and remembered traditions
extended family	children, parents, aunts, uncles, cousins, grandparents
head chief	the chief of many bands
headman	leader of a family group
kinship	family ties
Métis	children of Native women and European men
Métis settlements	land owned by the Métis people
missionaries	people who worked for churches, often among Native people
mooniyaw	the white people
negotiate	to discuss and make a settlement
nomadic	wandering from place to place rather than settling in one spot
okimaw	chief; peace chief
reserves	land owned by the Treaty Indians

self government	independent government of a particular group of people (e.g. natives), with its own power
self-reliant	when people are able to take care of their own needs
spokesperson	someone who speaks on behalf of others
Sundance	special Native religious ceremony
war chief	person in charge in times of danger

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 2

1. Hardships included new diseases, health problems associated with alcohol and tobacco, loss of the buffalo in the west, and loss of self-reliance and culture.
2. The Natives would generally have been considered good neighbours because they taught the Europeans so many survival skills (transportation, food, clothing, medicine, etc.) and contributed so much to the fur trade.
3.
 - a. Physical needs received the most attention.
 - b. Examples of promises which related to physical needs are the land reserves, hunting rights, medicine chest, farming equipment, and food during famine.
4.
 - a. The Natives realized that, without the buffalo and their nomadic lifestyle, they could not survive, and would have to get help from the government.
 - b. The Canadian government wanted to end the conflict with the natives before it became a war like in the U.S., and so they could have a peaceful settlement of the west.
5. Responses will vary. Examples of appropriate questions might be "Will there be enough reserve land for us to hunt and fish, as well as farm?" or "How will our children receive enough education to make a living in your society?"

EXERCISE 3

1. The Métis had no treaties with the Canadian government, and so cannot claim rights based on treaty promises, as the Treaty Indians can.
2. Lucy's brother or sister would probably tell her that their grandmother is a member of their own family, and all family members care for each other. It is a matter of tradition and pride.
3.

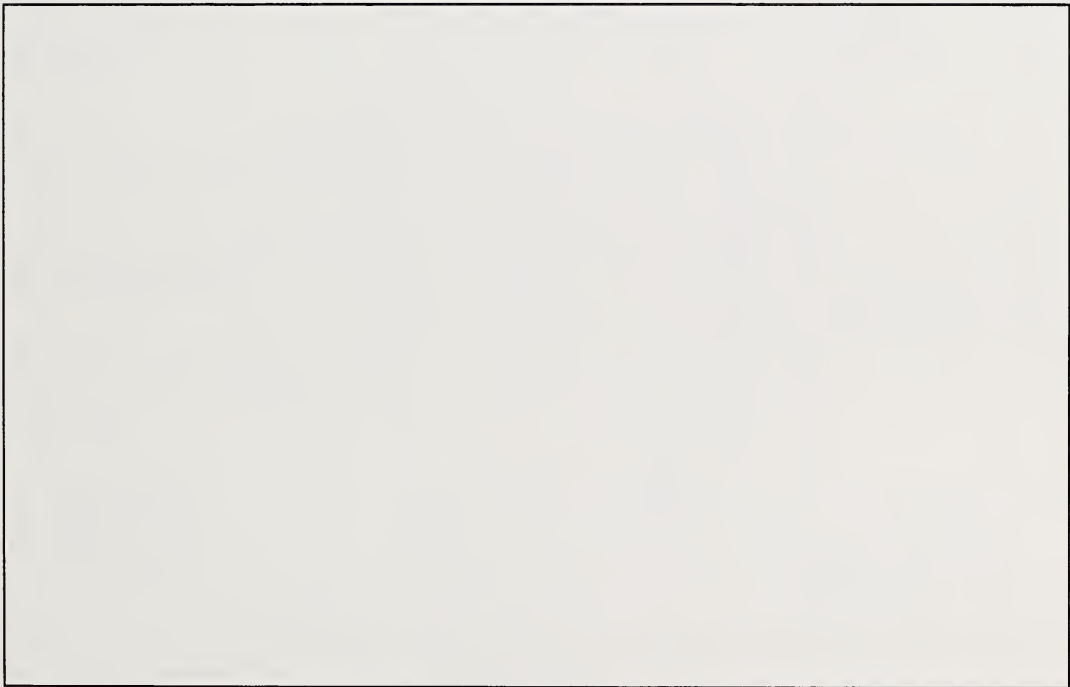
a. nomadic	b. mooniyaw	c. headman	d. settlements
e. Elders	f. okimaw	g. reserves	h. council meeting

ART EXERCISE 3: Pictures with Scissors

Have you ever made pictures using just a pair of scissors? Henri Matisse, a French artist, liked to cut interesting shapes directly from coloured paper. Some shapes he cut were like a tendril on a sweet pea plant. Often he cut shapes that looked like birds, fish, leaves, or sea plants. Sometimes he cut free-form shapes which did not stand for any particular thing.

Read about **warm and cool colours** on page 33 of *The Elementary Art Book*.

Colour the boxed area below a **cool** colour. Find some scraps of paper in **warm** colours. Begin cutting free-flowing (organic) shapes from these scraps with a pair of scissors. Do not draw them first. Arrange them on the **cool** background until you are satisfied with the way they look on the page. Then glue them down.



Use the following **checklist** to think about your use of colour and shapes.

- | | | |
|-----|----|---|
| YES | NO | Did I colour the background a cool colour? |
| YES | NO | Were my free-flowing shapes cut without any predrawing? |
| YES | NO | Were all my free-flowing shapes cut from warm colours? |
| YES | NO | Do my warm colours seem closer than my cool colours? |

SEND FOR CORRECTION

LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

A - Very Satisfactory

B - Satisfactory

C - Needs Attention

D - Unsatisfactory

Apply Lesson Label Here

_____	_____	_____	_____	_____	_____
Name	Address				Postal Code

Please verify that preprinted label is for correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

LESSON 6: POLITICAL PARTICIPATION

Now that you have some information about how government works, you can learn to participate in some government decisions that are important to you. We have learned that the government provides a wide variety of valuable services. But the government can't help people everywhere at all times. We know that our families provide for some of our needs as well. Is there anyone else?

EXERCISE 1: Help from the Community

People have so many needs that at times our families and the government cannot handle all the problems. Sometimes people have important needs and no one that they can turn to for assistance. What happens then? As examples of this situation, let's look at a pair of tragic stories which, fortunately, led to some positive community action.

Fire and Tornado

One autumn day in October 1986, an event took place in Edmonton that was terribly sad for one family. A fire broke out in an apartment building. When it was over, a mother and two young children had lost all of their belongings. More importantly, they had lost their father and a younger brother, who had not survived the fire.



Some of the neighbours decided to collect furniture, clothing, dishes, and other household items for the family. Heather Airth was one of the ladies who organized the donations for the fire victims. She spoke on TV to explain the goal of helping the fire victims. There were no organizations in the city that helped people who experienced such tragedies. Heather Airth knew there were many poor people who needed help. There were also many thoughtful people who had clothing and household goods they didn't want anymore.

Then in the summer of 1987, another big tragedy struck the city of Edmonton—a tornado. Over twenty people lost their lives in the tornado and many people had their homes completely destroyed. Once again, people turned to Heather Airth to help collect items from people who wanted to donate, and make them available to people who desperately needed clothing and household goods. Once again, she spoke on TV to tell people about the big project and what they could do to help.

Heather Airth had many volunteers to help her. These workers were able to find a big warehouse to sort and store the goods that were donated. The group decided to call itself the **Edmonton Emergency Relief Society**. Their goal is to give assistance to families in crisis, which means they help people who have tragedies like fires. But they also help people who are poor and cannot get assistance from anyone else. Heather Airth and her volunteers have worked very hard to help others.



Sometimes our needs cannot be satisfied by our families because the needs are too big or too complicated. Sometimes the government does not provide services to satisfy those needs, either. Then people have to turn to their communities for help. Let's use the story "**Fire and Tornado**" to review how a group becomes organized to meet special needs people have.

1. People have an important need that must be satisfied (e.g. replacing possessions lost in a fire).
2. The need may become more serious or may occur once again.
3. No one is organized to take care of the need.
4. One person and a team of workers begin to help.
5. The workers find the best system to get their job done.
6. The organization gives itself a name.
7. The organization continues to help and the amount of work the organization does continues to grow.
8. Many people volunteer their time and donate money to support the organization.

1. a. What is the main purpose of the **Edmonton Emergency Relief Society**?

-
- b. Think of another good name this organization could be called.

2. Sometimes people have the attitude, "Let someone else help. I'm too busy." What might have happened if Heather Airth and her friends had had that attitude when the first house fire occurred?

3. **You have a choice of answering Question A or Question B.** Answer space is provided on the next page.

QUESTION A

Have any families in your community experienced a tragedy that meant they required assistance with some of their needs? What happened? How were they helped?

QUESTION B

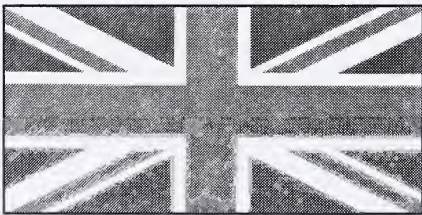
How can a person get people in the community to help their neighbours when they require special assistance with their needs? What steps can be taken?

EXERCISE 2: Creating Laws and Bylaws

We have studied government in Canada at the federal, provincial, and municipal level. In all cases we have found that Canada is a **democracy**. Democracy means that the people of a country have a say in what is happening, through their elected representatives. A government is not automatically democratic. People must take an interest in what is happening and be willing to participate when it is time to make decisions.

Let's go back a few hundred years ago to the country called **Britain**. People wanted to live a peaceful and secure life. To make this possible, they grouped themselves together under a leader called a **king**. He gave them protection from armies of men that came to Britain from other countries. He gave them law and order within their country. As time passed, people became more educated and formed their own opinions about how they should be ruled. The people elected some representatives to give the King or Queen advice. Eventually these advisors became known as **Parliament**, and the King or Queen didn't really govern at all.

Before 1867, Canada was a colony, or a settlement, of Britain. Therefore our system of government was very similar to the way government was organized in Britain. We recognize the monarch (Queen) as the symbolic head of our government, even though she does not control the actions of our government. Some of our basic laws are similar to British laws.



Since making good laws is very important, we will review how the federal, provincial, and municipal governments create laws.

Federal Laws

New laws at any level of government begin in a similar way. First, many people have a **need** that is not being satisfied. Or, sometimes one of the present laws is no longer helpful to people and must be changed in some way. For example, suppose Canada wants to make trade between provinces more efficient and less expensive. This requires some change in Canadian trade laws.

The Minister of that particular department (Minister of Trade) gets ideas from his or her advisors about a new law. The Minister talks to the other Members of Parliament (MPs) in the government and to the provinces about the ideas. If many of them approve, then the Minister writes a **proposed** law or a bill.

During the **First Reading** the bill is introduced to the House of Commons. In Lesson 2, we learned that Canada is very cautious about the laws it makes. We want to be sure that our representatives have thought about the new laws very carefully. Interested citizens often speak up and give their point of view about a new law. We will learn more about being involved in government decisions in Exercises 3 and 4.

A bill goes through another step called the **Second Reading**. A **committee** may be appointed to study the bill more thoroughly.



A parliamentary committee studies a bill after second reading.

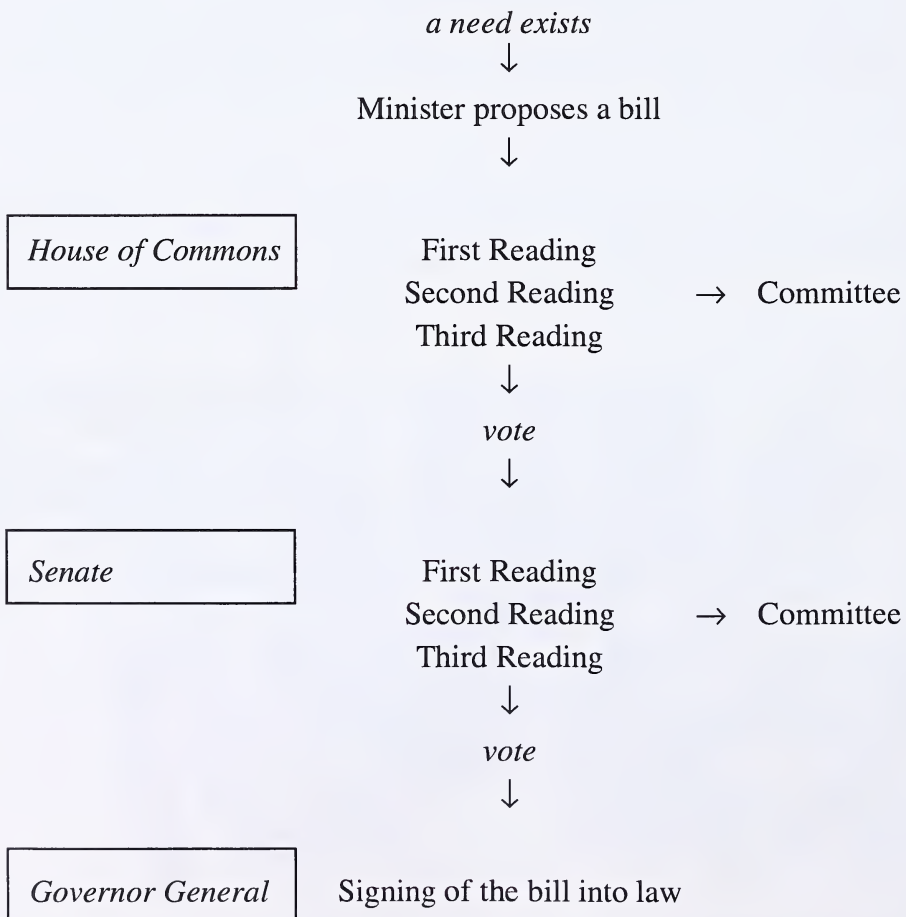
Then the bill goes back to the House of Commons for the **Third Reading**. A **vote** is taken and the bill is either passed or defeated by the MPs.

The federal government continues to study a bill carefully by putting it through additional steps. If it is passed by the House of Commons, the proposed bill goes through **three Readings** in the **Senate**.

Once these steps have been completed, the **Governor General** (Queen's Representative) **signs** the bill and it becomes **law**.

The chart below shows how a bill becomes a Canadian law.

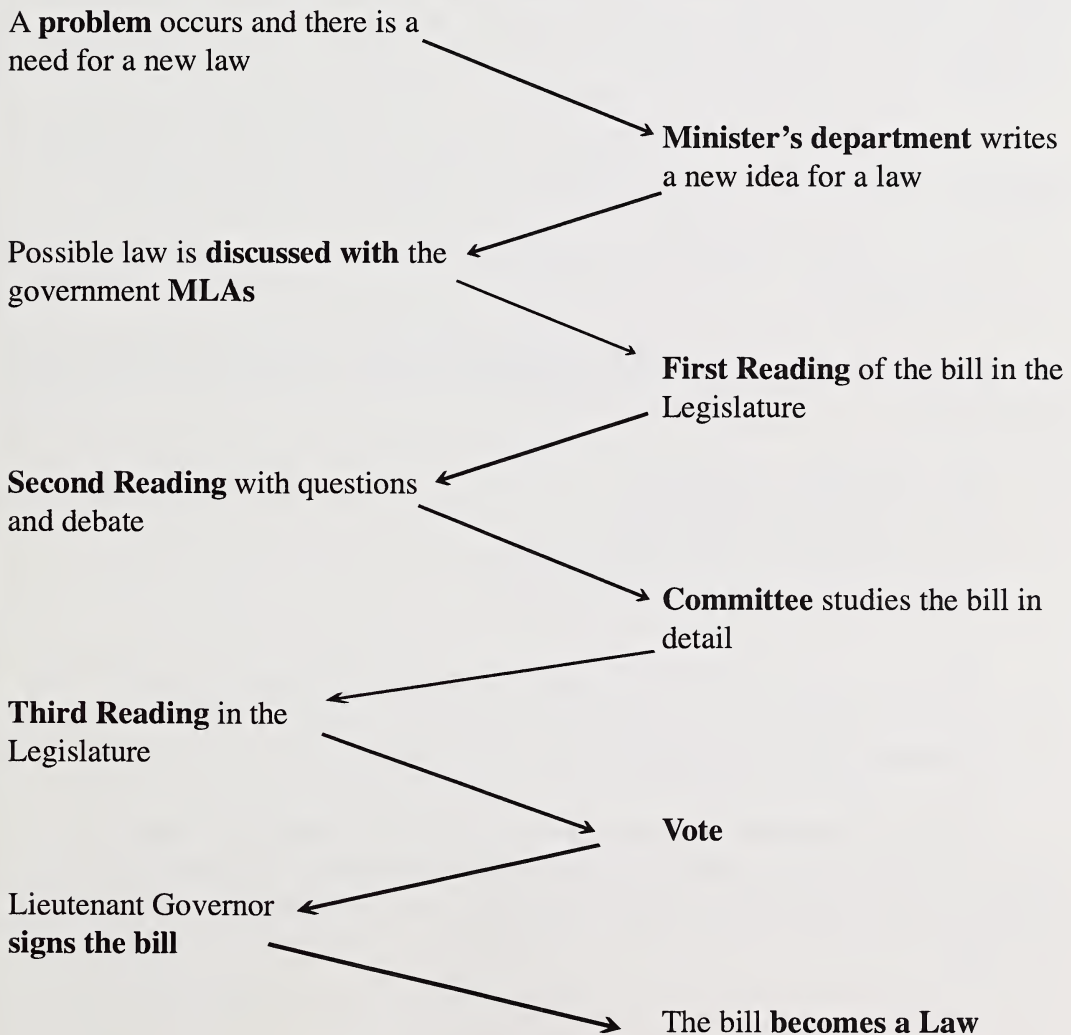
The Pathway of a Federal Law



Provincial Laws

In Lesson 3 we talked about how provincial laws are made. There are many similarities in the methods used to create and pass federal and provincial laws. The chart below shows how a provincial law comes into force.

Pathway of a Provincial Law



Municipal Bylaws

In Lesson 4 you studied information about municipal government. You remember that a municipal government can only pass a bylaw for the area covered by the municipal government. Let's follow the steps to see what happens when a town votes on a specific project for its area.

One of the elected representatives (councillors) hears about a problem or a **need**. Maybe the newspapers or TV reported something that concerns the members of the community. Maybe the citizens phoned or wrote letters to the councillor.

The councillor will **make a motion** (a suggestion for a bylaw or project) to the council members at a council meeting. For example, he or she may say:

"I move (make a motion) that we put new water pipes along the main street in our town."

The councillors may **question and debate** the idea. Some good questions to ask would be:

How old are the water pipes?

Are they damaged and unsafe?

How much will it cost to replace them?

When is the best time to do this project?

These are good questions, but some of them may take time to answer. The council members may set up a **committee**, including some municipal engineers, to find information about these questions.

Finally, the **motion** is presented once again at the council meeting. The councillors **vote**. If the majority of them support the idea, then the municipal government may take action to begin the project. A new **bylaw** is passed in the same way.

1. When making new laws at the **federal** government level, what happens to the bill after the Third Reading in the House of Commons, if the bill is passed?

2. Think of the territory governed by the federal government (all of Canada), by the provincial government (all of Alberta), and by the municipal government (your city, town, county).

a. Which level of government must go through the most steps to pass a law?

b. Does that make sense? Why or why not?

3. There are some differences between the way the federal, provincial, and municipal governments make laws. Name **TWO** things that are the **same**.

4. Draw a simple **diagram** of the way the provincial or municipal government (EITHER, not both) makes a **law**. Use the model diagram of the way the federal government handles a proposed bill (on page 8) as your guide. Just write key words and show how you go from one step to the next.

5. To prepare you for Exercise 3, let's hear what Bart says:

"When the government decides to pass a law, they just do it! There is no chance for people like you or me to be involved." What would you say to Bart?



CHECK EXERCISE 2 ANSWERS AT THE END OF THIS LESSON

In Exercise 1 you were asked to begin looking for a local issue to study in Exercise 7. Are you making progress?

EXERCISE 3: Being a Responsible Citizen

In Exercise 2 we reviewed the way that federal, provincial, and municipal governments make laws and bylaws. It is a process that occurs in many different stages over a long period of time.

In Exercise 2 we also learned that at one time the King ruled with absolute power. No one questioned him. But later, elected advisors became involved in helping to make decisions. Now, ordinary citizens are able to think about laws they want introduced or changed. We have opportunities to be involved when laws change. We should also take responsibility by telling our elected representatives our ideas.

Before we become involved in politics we should remember three key points:

1. We can *influence* others with our ideas.
2. We have the *right* to present our ideas and the *responsibility* to be involved in making decisions.
3. *Politics* are part of our *everyday lives*.

We can **influence** the people around us if we choose to do so. To influence means to affect or change the ideas or opinions of others. We have the opportunity to share our ideas with others. If we don't speak up and present our thoughts, others will not benefit from our good ideas.

Example One: Your Vote Counts!

Let's pretend that Mother, Father, and children are trying to decide what to get Grandma for her birthday. At first you don't give an opinion. The family members mention a variety of suggestions from perfume to pots and pans. Then you remember visiting Grandma one afternoon a few weeks ago. She said she would really like a lamp for her living room. If you present your ideas with some good reasons to back them up, you might influence the family's decision about what to buy Grandma for her birthday. Should you speak up?

You have a right to offer your opinions and ideas. You also have a responsibility to participate in decisions when you are able to be helpful in a positive way. People often think politics is only something involving elected representatives in government. But politics are part of everyday life.

Example Two: The Long Wait at the Big W

Susan and Katrina were in Grade Six. They usually ate lunch together. After lunch, they would head to the **Big W** convenience store just across the street from the school. Mr. Lucas owned and operated the store. He had a big sign on the door saying: "Only 3 students at a time allowed in the store".



Often Katrina and Susan arrived at the door of the Big W to find a long lineup of students ahead of them. When they finally got their turn to go in, there was only a couple of minutes to shop before noon hour was over. The other students in the lineup also complained as they waited their turn. During the noon hour many adults went into the Big W convenience store to shop. They didn't have to wait outside or obey the sign.

The store policy Mr. Lucas has enforced is not a government decision. However, it is a political problem that is affecting Susan, Katrina, and all the students who want to shop at the Big W convenience store. Can they influence the policy about the number of students who can shop at one time?

One noon hour, the line up at the Big W convenience store was so long that Susan and Katrina did not get a chance to shop at all. In fact, they were a few minutes late getting back to their classroom. Mr. Shepherd, their teacher, wanted to know why they were late. The girls decided it was time to tell the whole story about their frustrating shopping experiences. As they explained what happened, other students added their complaints about the store. They asked Mr. Shepherd what they could do to change store policy, which they said was very unfair.

Mr. Shepherd reminded the class that they had been studying government and political decisions in Social Studies. He asked them to think carefully about the situation and organize a plan before they took any action. He said that if they wanted to influence a decision about store policy, they would need **persuasive** ideas, which means a strong point of view that will convince other people.



Mr. Shepherd allowed the students ten minutes to voice their opinions. All the ideas were written on the blackboard. What ideas do you think the students discussed? **Turn to page 18 and do question #1 now.**

The next step was to have two students talk to the principal about these concerns. The class elected Katrina and a boy named Stanley. The Grade Six students believed both would be good representatives because they had volunteered the most ideas to the class discussion.

Just before last recess, Stanley and Katrina went to the principal's office. His secretary said Mr. Harold was busy for the afternoon, but the students could make an appointment to see him the next morning at 10:00 AM. That night, Katrina and Stanley kept going over in their minds the points they would make when they had the meeting with Mr. Harold the next day. They wanted to be good representatives for their classmates.

The next morning Mr. Shepherd allowed Stanley and Katrina to leave the classroom five minutes early for their appointment with Mr. Harold so they would not be late. Mr. Harold listened politely to the students' ideas. When they were finished he said, "I have to agree with some of the points you have made. You have mentioned some **valid** (reasonable) concerns."



Katrina and Stanley smiled at each other. They had the principal on their side! "But....," Mr. Harold added, "there are always **two** sides to any situation. We'll ask for a meeting with Mr. Lucas to hear his concerns."

When Katrina and Stanley returned to their classroom, everyone wanted to know what had happened. "Did we win?" one student wanted to know. Stanley and Katrina explained that Mr. Harold was planning a meeting with Mr. Lucas.

After that, it didn't take long for things to happen. Mr. Lucas arrived in Mr. Harold's office at 2:00 PM, and Stanley and Katrina were asked to attend the meeting. Mr. Lucas listened politely as the students once again went over their points of concern. Mr. Harold then invited Mr. Lucas to explain his position. Stanley and Katrina were amazed at some of the things he told them!

When Mr. Lucas first opened the Big W convenience store, he did not have rules about student shoppers. But that only lasted a week. Many students had poured into the store at once. Some of them ran up and down the aisles and two or three of them had even run into adult customers who were trying to shop. Some students couldn't find what they wanted to buy, so they had tossed aside chocolate bars and gum as they rummaged through the candy section. A couple of the younger students couldn't read the labels on the candy, so they had actually opened the packages to see what was inside.

Mr. Lucas finished by saying, "I can understand your problem, but my wife and I work alone during the noon hour, and we cannot properly supervise more than three students at a time in our store."

Just as Mr. Lucas finished speaking, a brilliant idea flashed through Stanley's mind. It happened when Mr. Lucas said the word "supervise". Stanley thought of the school safety patrol. Grade Six students had been trained to help students cross busy streets near the school at noon hour. They even had special vests so the students and car drivers could clearly see who they were, and would respect their decisions regarding traffic safety.



And that's where our story ends, because now it's **your** turn to be involved. Answer the rest of the Exercise 3 questions.

1. If you were one of the student’s in Mr. Shepherd’s classroom, what ideas would you have suggested? Think about the long lineups at noon hour. Think about the sign Mr. Lucas has about three students at a time. Is that fair? What other ideas would you present in order to **influence** the store’s policy?

2. At the end of the story, what suggestion do you think Stanley was about to make?

3. Here you have a choice of doing Question A, Question B, or Question C.

QUESTION A

Do you think Stanley's suggestion (actually **your** suggestion in question 2) would work? Support your answer.

QUESTION B

You might have been a better class representative than either Katrina or Stanley. What ideas would you have suggested for a solution?

QUESTION C

Perhaps you believe there is no solution to this problem, and the students will simply have to learn to accept the "three student" rule at the Big W convenience store. If you believe this is true, explain why.

4. a. Why were Katrina and Stanley chosen to represent the Grade Six class?

- b. Is it a good idea to choose **elected representatives** for the reason you gave in a.? Explain why or why not.

EXERCISE 4: Citizen Participation

In Exercise 3, we heard the story of Susan, Katrina, and their classmates versus the Big W convenience store. In that situation, the students were politically involved, trying to change the rules or policy of Mr. Lucas, the store owner. Many people also make an effort to influence the decisions that our **governments** make at the federal, provincial, and municipal levels. Citizens who voice their opinions have the best chance to influence the decisions that their elected representatives make.

Suppose a person is dissatisfied with the way something is happening. Probably one of the best things to do at first is to talk about your problems with your family, friends, and neighbours. They will let you know if your complaint is valid, or if you are just being cranky about something. That was one of the first steps taken by the students in Mr. Shepherd's class.

The next important step is to do some research and find out who you should be speaking to about your problem. You want to talk to someone who is involved in making a decision. You want to speak to someone who will present your views and not ignore them.

The students in Mr. Shepherd's class chose to make an **oral** presentation to their principal and the store owner. This means they **spoke** about the ideas their classmates had wanted them to present. Sometimes people organize their ideas on paper, and give a printed copy to the person they wish to influence. A **printed copy** of your ideas on a specific matter is called a **brief**. Some people believe this is the most reliable way to express their views because they won't forget the points they wanted to make. It also gives the politicians a chance to read and reread the brief so they have a better understanding of the person's point of view. Perhaps the best choice is to make a short oral presentation, and then give the politician a written copy of your views as well.



Why do people bother presenting briefs to government? Going back to the story of Mr. Shepherd's Grade Six class, the students took action because a situation bothered them a great deal. They believed they had some good ideas to contribute. They hoped that their solutions would lead to some positive changes. Those are some of the reasons that people become involved in political decision-making as well.

Briefs represent many different points of view. Remember, Mr. Harold said there are always at least **two** sides to any story. Sometimes people develop the one-sided idea that no one could **possibly** disagree with them. Usually the final decision in any political situation does not satisfy everyone.

It takes time and effort to be involved in political decisions. We found in Exercise 2 that many steps must be followed before an idea becomes a law at the federal, provincial, or municipal level. At each step along the way, people can express their ideas and hope they have an influence. Another thing a person usually has to do is to **attend meetings**. Stanley and Katrina participated in a meeting with their classmates when they first collected ideas for their presentation about the store. Then, they attended a meeting with Mr. Harold. Later, they attended another meeting with both Mr. Harold and Mr. Lucas. At that point Stanley had a brilliant idea for a solution. Likely, more meetings would have to be held to put that solution to work.

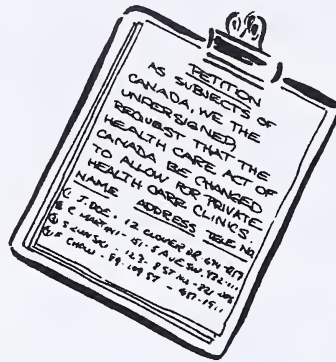
There is a special name for the action the students took to bring about some changes with the Big W convenience store. It is called **lobbying**, which means to attempt to influence politicians through personal contact with them. Some people believe that when you ask someone face-to-face to consider your position, that person might be more easily persuaded to be on your side. A lobby group is sometimes called a **pressure group** because they apply pressure to win the politicians over to their side. The lobby group is also called a **special interest group** because their attention is on a goal of interest to them. Katrina, Stanley, and the other students are a special interest group who are lobbying for change.



This isn't exactly the kind of **pressure** we were thinking of, but you get the idea.

Why do our elected representatives in government bother listening to people who want to have their opinions heard? We have mentioned several times that Canada is a **democracy**. That means people have a right to give their points of view. People also have a responsibility to speak up when they think something can be changed for the better. A democracy allows and needs people to take part in government. Those are good reasons for our politicians to listen to us. There is another good reason as well. Every five years or less we have a federal or provincial election for new representatives. Every three years we have a municipal election for our local representatives. Politicians realize that if they hope to be elected, they must show that they care about the concerns and problems of citizens.

Have your parents ever been asked to sign a **petition**? A petition is a request or demand stating something people want the government to do. People sign their names under the request and usually write down their addresses, too. Sometimes the people who organize a petition will get thousands and thousands of signatures to support their request. When the politicians see all those names, they realize that many people want changes.



If you receive newspapers in your home, look through the pages until you find the section called "Letters to the Editor". Read a couple of them. Some of the letters to the editor are written to support something that is happening. Some of the letters criticize what is happening and ask people in charge to consider some changes. People can influence the opinions and decisions of others by **writing letters** to the editors of newspapers.

Sometimes people write letters directly to their elected representatives. They may not be able to make an appointment with their councillor, MLA, or MP in person, so they use a letter to pass on their views.

In Exercise 1 we had a story about the Edmonton Emergency Relief Society and the work that was accomplished by Heather Airth. When many people needed emergency clothing and household goods, she spoke on radio and television. There were also articles in the newspapers about her work. That was a great way of influencing people to donate items that were needed. So another way to influence the opinions of others is to get attention in the **media**, which means newspapers, radio, and TV. Have you ever watched people marching with signs or collecting in a large crowd to hear someone speak? The media brings us these news stories, which get our attention. The politicians see and hear these stories as well. The media can influence people's beliefs and attitudes.

1. Use each of the words below in a sentence which helps to show its meaning. The first one is done for you.

a. lobby group

The lobby group had a meeting with the mayor, hoping to persuade him not to allow the factory to pollute the air.

b. petition

c. brief

d. media

- 2. The people in a small town have been informed that their main street will be changed. During the summer it will be rebuilt and widened. Then the main street will become part of a major provincial highway with a lot of vehicles using it. The people of the town do not like this idea. What can they do about it? Suggest TWO things they can do to try to influence the politicians not to build the highway through town.

- 3. **You have a choice of doing Question A or Question B.**

QUESTION A

Check through your newspapers at home. Find a **letter to the editor**. Attach it to the next page with glue, tape, or staples. On the lines at the bottom of the page, briefly write the main idea of the letter in your own words.

QUESTION B

Pretend you are a student in Mr. Shepherd’s Grade Six class. You decide to write a letter to the editor of your town newspaper about the Big W convenience store rule of only allowing three students at a time during noon hour. Do you think it is a good policy? Do you think it is unfair? If you are not in favour of it, you might mention one good suggestion for a change. If you give your opinion in a polite way, people will more likely respect your ideas. Use the answer space on page 28.

QUESTION A ANSWER

Attach your letter to the editor here.

This is the main idea of the letter:

EXERCISE 5: Politicians and Problems

Have you ever had the opportunity to meet one of your municipal councillors, the Mayor, your MLA, the Premier, your MP, or maybe even the Prime Minister? When we do meet any of our elected representatives, it is usually at a social event of some kind. You may have the impression that politicians have a very glamorous life. But being at socials is only a small part of their duties.

Politicians are elected to represent the people of their municipal district, provincial electoral division, or federal constituency. Politicians must spend many hours in meetings, listening to questions and debates on important laws. They must prepare for these meetings by studying papers about the topics ahead of time. They must attend committee meetings and sometimes consult with experts so they have a better understanding of the problems. Sometimes groups of people request a meeting and present a brief to the politician. Provincial and federal politicians regularly attend meetings of their political parties with their fellow MLAs or MPs so they will understand how to vote on some issues.

Politicians get a lot of mail from the people who elected them. These letters must be answered quickly and correctly. Sometimes people make appointments to meet the politicians in person if they have special concerns. Sometimes politicians are invited to be on radio or TV talk shows, where they must answer difficult questions about problems and what they intend to do about them. The meetings, appointments, and socials are held in a variety of places, and politicians spend a lot of time travelling.



Before an election is held, politicians are **extremely** busy. They must get nominated, make speeches, campaign from door to door, distribute leaflets, and answer tough questions from the people who are voting.

Probably one of the most difficult tasks of a politician is to have to vote on a particular law or bylaw. That may seem like a simple matter, but often it isn't. Let's look at some of the factors that complicate a decision:

- a. the different views and interests of the constituents
- b. the views of your political party
- c. the views of the expert advisor (for example, engineers)
- d. the views of lobby groups

A politician must keep all of these factors in mind and think about them very carefully before making a decision to vote one way or another. Sometimes people may be evenly divided on an important issue. A topic might be **controversial**, which means some people really support it and some are really opposed to it. There is no clear-cut right or wrong.

The next time you meet a politician in person, remember some of the difficult jobs he or she must do. They spend many hours working for the people they represent.

1. Many tasks of the politician were described. If you were a politician, which one would you find the most difficult? Why?

2. Every year a **circus** comes to town. The circus people spend some money at the local businesses. People come to see the circus from all around the surrounding area and spend money while attending the circus. So the circus is a good attraction which brings extra money to the town.

Some people don't believe a circus should have animals performing tricks because it is hard on the animals. These people believe that the circus should be prevented from coming to town as long as it has animal acts.

You are an elected member of the local council. Some people are putting pressure on you to support the circus because it brings money to the town and it is fun to see. Other people are putting pressure on you to vote "Yes" for a bylaw that forbids the circus from performing in your area because of concern for the animals.

- a. How would you vote?

- b. What reasons would you give to support your decision?

CHECK EXERCISE 5 ANSWERS AT THE END OF THIS LESSON

It is time to do another check to see if you have been successful in choosing a topic for Exercise 7. You were to listen to the radio and read the newspapers. Have you made any decisions about a local problem you can study in Exercise 7? If you are still unsure, maybe your supervisor can give you a few ideas.

EXERCISE 6: Difficult Decisions

Every government must carefully examine the decisions it makes. All sides of the issue must be taken into account. The advice of experts must be considered in some situations. Many questions must be answered. The politicians must have a clear vision of the changes their choices will bring.

Some people may wonder if the government can do everything the people want. Of course, the answer is "No", for two important reasons. First, the majority of government decisions involve **money** in some way. The government will never have enough money for everything it needs and wants. A wise government will set **priorities** (check your glossary in Lesson 1). The most important projects must have money first. There may be some worthwhile projects that would be nice to have, but when the money begins to run low, then the government will have to say "No" to new ideas.

Another reason that government can't do everything that people want is because there is such a **wide range of views**. As the saying goes, "You can't please everyone". Sometimes there are completely opposite views on an issue. For example, some people believe Project X **should** be done. Other people believe that Project X **should not** be done. Either one side or the other will be happy, but not both. Sometimes people believe Project X should be done one way, some believe it should be done another way, and some people believe it should be done a third and fourth way. Most often the **majority** view will be favoured. Those people who are the **minority** will have to accept that decision.

If twenty students in a classroom would like the teacher to read the story called "Even Safety Patrollers Get the Blues" and only five students would prefer the story called "The Dinosaur in the Purple Tights", then "Even Safety Patrollers Get the Blues" is the winner.



What does an elected representative have to consider when deciding what to do and how to vote? Politicians must make decisions on our behalf. But if they are wise, they will listen carefully to the opinions of others.

Politicians listen to the experts. Many issues are very complicated. The elected representatives who are voting cannot afford to make serious mistakes that will affect many people. The politicians must ask for advice from lawyers, engineers, accountants, and a variety of other professional people.

Politicians listen to the voters. Politicians want to remain popular with the people who elected them and who will vote again in a future election.



Politicians must read the letters they get from people. They must answer phone calls and listen to people's concerns. Sometimes politicians must attend public meetings in their districts to answer questions and provide information to people. Occasionally, if a decision is very important, a politician may even ask for a **survey**. This means that the politician's staff will send out a set of written questions in the mail to the local people. Another way to conduct a survey is to telephone several people in the district and ask them a series of questions.

Politicians listen to their political parties. Almost all federal and provincial politicians belong to one of the main political parties. Each political party has its own view about problems and how they should be solved. A politician listens to the views of the party leader and other party members.

Politicians consider the budget and the amount of money that can be spent. If a politician voted in favour of too many expensive ideas, the voters may decide this person is not very responsible. Where does government get money to provide services and operate their programs? You will remember from Lessons 2 and 4 that people pay taxes on their income. People also pay taxes on their **property**. This money goes to the governments for their budgets. If the government spends money foolishly, it will have to ask people to pay more money in taxes, and that would not be a popular thing to do.

Political decisions are complicated. Political decisions are serious. Everyone must work hard to make the right choices.

1. Politicians: a) listen to the experts, b) listen to the voters, c) listen to their political parties, d) consider the budget. If you were a politician, which of these factors would you think is most important? Why?

2. Explain why the government can't do everything the people want.

3. Were you ever in a situation where a vote was taken about a certain decision and you were on the minority (losing) side? What happened? Was it fair? How did you feel?

CHECK EXERCISE 6 ANSWERS AT THE END OF THIS LESSON

Section 2: Who Makes Decisions?

2. a. What level of government is involved with this issue?

b. What other organizations may be involved? For example, if your issue is about hospitals closing, that issue will also involve the regional hospital board. If your issue is about crime and vandalism, that will also involve the city police or maybe the RCMP.

Section 3: Doing Interviews

People get information from a variety of sources—radio, TV, newspapers, and talking with other community members. That's what we would like you to do now—interview **two** members of your community on the issue you have chosen. One interview can be with a friend, relative, or neighbour. The second interview should be with a politician (councillor, alderman, mayor) if possible, **or** with a member of an organization that is connected in some way with the issue. When you set up your interview, you may want to take some rough sheets of paper with you to record the answers, and then you can recopy their ideas on the next two pages. Write only the main ideas if the answers are too long. If you have a tape recorder at home, you may decide to record the interview. If you tape the interview, ask the person's permission.



Interview Courtesy

- a. Call the person ahead of time to set up an appointment.
- b. Be prepared and be on time. Have your questions written down.
- c. Speak clearly. Ask if they can give you a few minutes between questions to record their responses.
- d. Explain the issue you are researching. Use the questions supplied on the next two pages. You may add other questions if you wish.
- e. Thank them for their time at the end of the interview.
- f. As an extra "thank you" for their help, you might consider sending the person a little note in the mail.

PERSON # 1 _____
(Friend, relative, or neighbour)

1. Do you believe the issue I am researching is important? Can you give some reasons why it is important or not?

2. Has it affected you directly? In what way?

3. What solution would you suggest?

PERSON # 2

(Politician, or person from an organization that is involved)

1. Do you believe the issue I am researching is important? Can you give some reasons why it is important or not?

2. What steps are necessary before we find a solution?

3. What solution do you think would be acceptable to the community?

EXERCISE 8: Studying a Local Issue (Part 2)

In Exercise 8 you will complete your study of a local issue by summarizing what you have learned and deciding on your own position.

Section 4: Finding Facts and Opinions

The issue you are researching for this exercise might be **controversial**. Many people might be in favour of it. Many people might oppose it. Maybe everyone agrees that **something** should be done, but there are three or four different methods of reaching that goal and finding a solution.

When an issue is controversial, there will be some facts in the story that people do not dispute. For example, if your issue is clean water, it is a **fact** that the town's water treatment plant was built in 1947 (or whenever it was built).

There will also be a great many personal **opinions** when an issue is controversial. For example, some people might say the town water smells like a slough. Others may say it has a brownish gray colour. Other people may be convinced that the mayor is lazy about finding a solution. Some may say there would be no problem at all if some industries could be prevented from dumping waste materials into the river.

1. a. State ONE **fact** you have learned about your issue.

b. State **TWO opinions** you have learned about your issue.

Section 5: Analysing Solutions

You have now had the opportunity to collect some **information** about the issue you are studying. You have also conducted two **interviews**.

2. Describe the **solutions** that seem to be the most popular.

Section 6: My Position

Now it's time for **you** to make some decisions. You may find there are no "easy" answers. That could be true, because so many situations in life are both controversial and complicated. Sometimes the best solutions cost a lot of money, which adds to the problem.

3. a. What do you think is the best solution for this issue?

b. Why have you chosen this solution?

c. If your solution is used, what difficulties do you think it will cause?

GLOSSARY

brief	a printed copy of ideas that is given to a politician, committee, etc.
controversial	a topic that has opposite views—some people really support it, while others are against it
influence	affect or change
issue	a question or problem which is controversial, or which has strongly divided opinion
lobby group	} people who try to influence politicians through personal contact with them
pressure group	
special interest group	
make a motion	present an idea for voting
media	newspapers, radio, TV
oral	spoken
petition	a written request to government that people support by signing their names
survey	a series of questions that people answer to show their knowledge, opinions, or preferences
valid	true, proven, reasonable

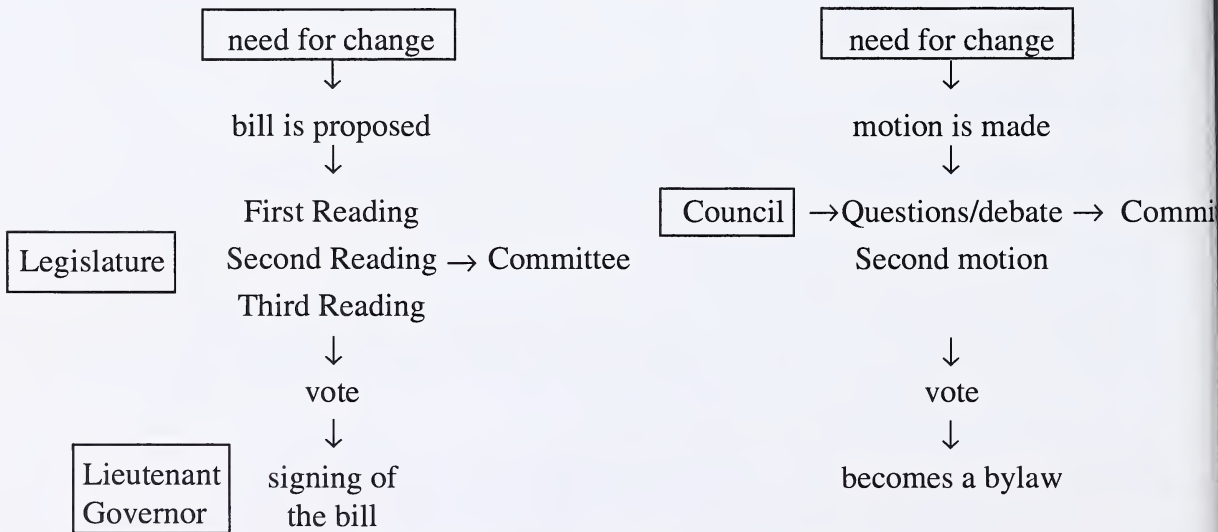
ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 2

1. The bill moves to the Senate for three readings and, if passed, is signed into law by the Governor-General.
2.
 - a. the federal level
 - b. Federal laws affect everyone in the country, so we want them to be discussed and criticized as much as possible.
3. Answers may vary. The important similarities are that bills are debated by elected representatives, committees may be set up for further discussion, and the bills are voted on by representatives.

4. **Provincial path**

Municipal path



5. We cannot take part in the actual debates or votes by our elected representatives. But we can present our opinions to our representatives in several ways. Public meetings are sometimes held when new laws are proposed. We can take part in surveys and referenda. The way we vote also affects the laws we get, because different political parties have different ideas for new laws.

EXERCISE 5

1. Answers will vary. Examples might be the amount of travel, making speeches, election tasks, the discipline of the political party, etc.
2.
 - a. Student's choice
 - b. Answers may vary, but should show some awareness of both sides of the issue, and of responsibility to the will of the majority, and not just express personal opinion.

EXERCISE 6

1. Answers will vary, according to student choice. All of the suggested factors are important and must be taken into account. Politicians must be accountable to the voters in a democracy, but they are also accountable to their political parties as well, under the present system.
2. The money to be spent on new policies and projects is limited. Also, people's opinions are split, and governments can't always find a consensus among voters. Any new law or project will make some people unhappy.
3. Answers will vary, according to student experience. Discuss the idea of "fairness" in relation to the voting process. Members of a democracy must learn to accept the will of the majority.

LESSON RECORD FORM

0603 Social Studies

Unit 1

Revised 96/06

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

Apply Lesson Label Here

_____	_____	_____	_____	_____	_____
Name	Address				Postal Code

Please verify that preprinted label is for correct course and lesson.

Parent's or Supervisor's Comments:

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

A - Very Satisfactory

B - Satisfactory

C - Needs Attention

D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

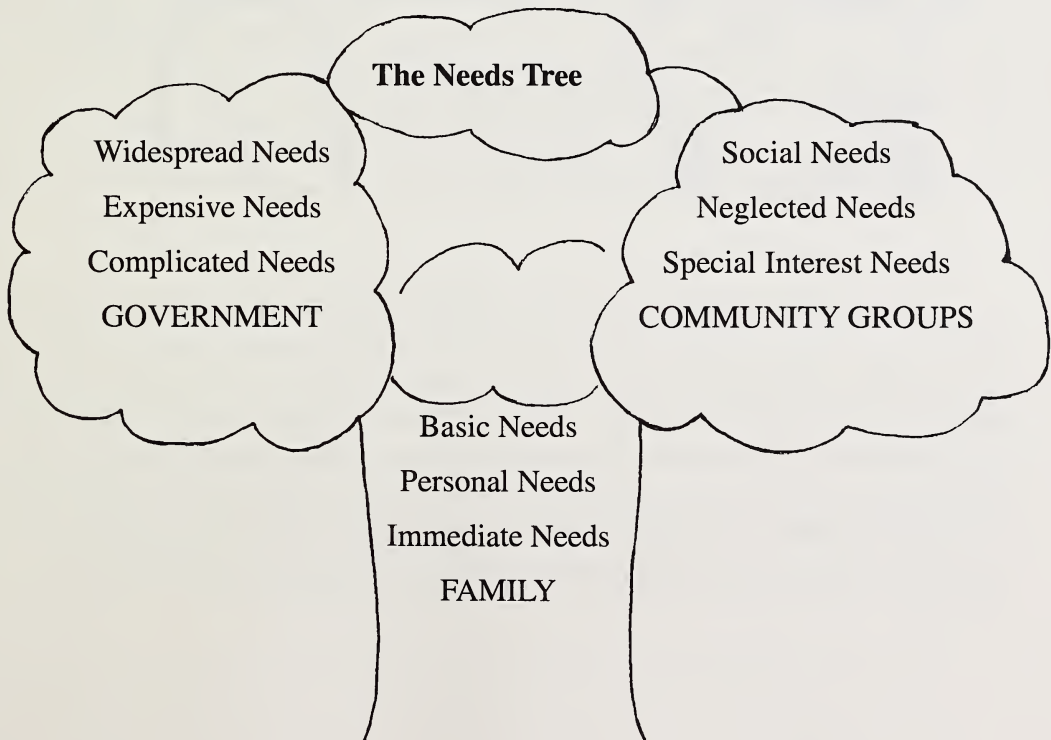
LESSON 7: A REVIEW OF GOVERNMENT

You have learned a tremendous amount of information on government in Topic A. In this lesson, you will have a summary of information about each lesson and then some questions to see how much you have remembered.

EXERCISE 1: Needs and Government

In Lesson 1 we learned about **needs**. We described basic needs as those concerned with health and survival. People have three main kinds of needs—**physical, social, and psychological**. Physical needs are those connected with survival and physical comfort. Social needs means the longing for contact with other people through work or play. Psychological needs are the needs to learn new things, to feel good about ourselves, and to be good people.

Our families are the first to satisfy our needs from the moment we are born. Other groups in the community, such as churches, cultural groups, and charity groups, also help us with needs. Government helps us to satisfy many of our needs as well.



The Needs Tree on the previous page shows us that there are three main groups that satisfy our needs. The family is concerned with *basic survival needs* like food, shelter, clothing, and safety. The family also satisfies very *personal needs* like love and belonging. Because the family is very close at hand, they can satisfy our *immediate needs* that require quick attention.

The Needs Tree shows us how community groups are very helpful to us. Many of our *social needs* are satisfied when we meet others in the community. Community groups assist us with needs which are not met by our families and the government. A good example of that is the **Edmonton Emergency Relief Society** that you learned about in Lesson 6. Community groups can also help with *special interest needs* that people have, like music lessons, painting, and learning things in groups like Girl Guides and Boy Scouts.



The government helps us satisfy a special set of needs, as we can see in the Needs Tree. The government sets up services to satisfy needs that are *common* to many people. For example, many people get sick and require hospital care, which the government helps to manage. The government assists with some needs that are too *complicated* to be handled by the family or a small community group. An example of a complicated need is the need for products that we must get by trading with other countries. The government also helps with needs that are very *expensive*, because the government can collect the money to provide costly services.

The government provides four main types of services to help people satisfy their needs. **Education** is a very important service. **Health and safety** is provided through police and fire protection, hospital care, and by creating laws for all people to obey. **Transportation** and **communication** is a third major kind of service provided by the government. We have television, telephones, airports, railways, and the post office. The final area of government services is **social programs**. The government helps young children with family allowances, old people with pensions, and unemployed people.

Since government has so many tasks, we have three levels of government to help us. The **municipal** government manages the problems of our towns, cities, and counties. The **provincial** government looks after problems that cover all of Alberta. The **federal** government means the government for all of Canada. Each level of government covers a bigger and bigger area. Each level of government has different responsibilities. While each level of government is unique, there is also **overlap** from one level of government to the next. That means that two or three levels of government can look after the same or similar needs.

- 1. a. On the first page of Lesson 1, you were asked what you hoped to learn about government in Topic A. Name ONE of the goals you wrote down in this question.

- b. Do you think you reached your goal? Explain why.

2. **THREE** kinds of **needs** people have are:

3. **THREE levels of government** we have in our country are:

4. Some government services **overlap**. Give an example of a service that overlaps (is provided by more than one level of government).

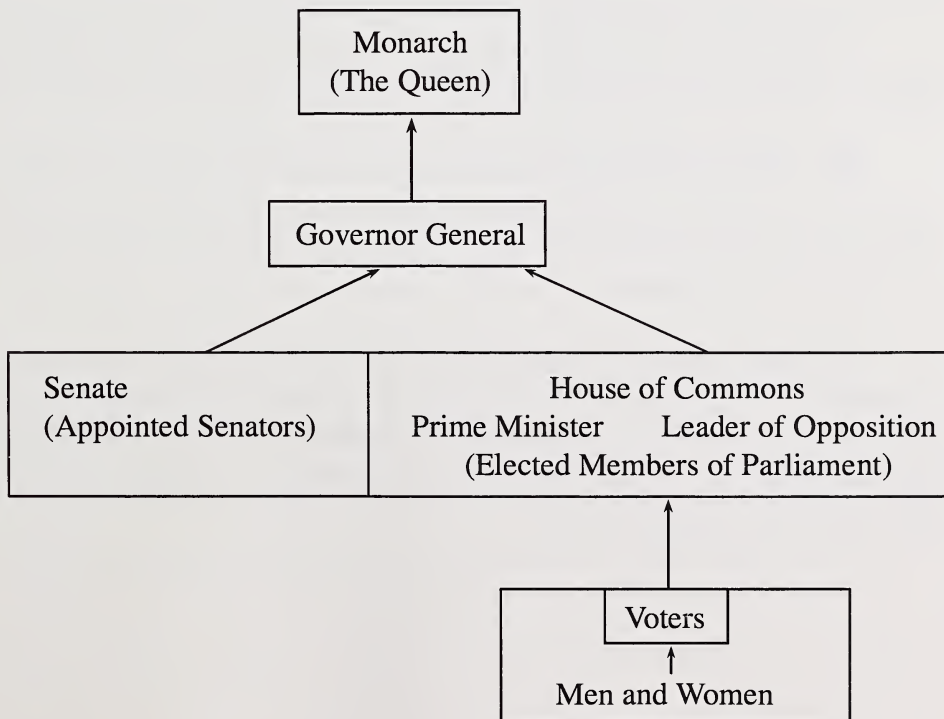
EXERCISE 2: The Federal Government

In Lesson 2 we covered a great deal of information on the **federal government**, which governs all of Canada.

Canada has some important **symbols** which represent our country, such as the beaver and the maple leaf. Canada's national song or **anthem** is "O Canada". Our Canadian **flag** is red and white, with a maple leaf. The **monarch**, who is the symbolic head of our government, is Queen Elizabeth II.

The **capital** city of Canada is **Ottawa-Hull**. The Parliament buildings were built on the Ottawa River. Canada is a **bilingual** country because both English and French are the official languages.

Parliament has three main parts. The **Governor General** is the Queen's representative in Canada. The **House of Commons** is the biggest section of Parliament. A total of 295 members are elected to the House of Commons by the people of Canada. The Members of Parliament are also called **MPs**. Each province elects a different number of MPs, depending on the size of its population. The third section of Parliament is the **Senate**, which has 104 appointed members.



A federal **election** must be held within five years of the previous election. Interested **candidates** are nominated to represent each political party for a **constituency**, which is another name for each federal electoral district. People who are at least 18 years old and Canadian citizens can have their names on the voters' list. Before an election, the candidates campaign by talking to the voters and trying to get their support. On election day Canadian citizens go to the **polling stations** to place their vote on a **ballot**. The votes are counted carefully to see who will be elected as MPs, and also to find out who will be the **Prime Minister** of our country.

The political party with the largest number of members elected forms the government. The political party with the second greatest number of people elected becomes the **Official Opposition**.

The Prime Minister chooses some advisors from the elected MPs to form the **Cabinet**. The Cabinet **Ministers** are also in charge of the government departments. **Public servants** are people who are hired to help with the work in each government department.

The **Speaker** of the House of Commons makes sure that the MPs follow the proper rules of Parliament when they are asking questions or debating important issues.

Canada's main political parties are: the Liberals, the Bloc Québécois, the Reform Party, the New Democratic Party, and the Progressive Conservatives.

The federal government gets money to pay for its services by collecting **taxes**. People who earn money pay income taxes to the government. When anyone buys things in a store, the GST that is paid also goes to the federal government for its budget.

Everyone has certain **rights**, which means we can expect our basic needs to be satisfied. In addition, we have the right to worship as we want to, to speak freely, and to have the kinds of friends we wish to have. At the same time we have **responsibilities** to obey the laws and fulfil our duties as citizens. We need to have both rights and responsibilities.

Some of the **services** provided by the federal government are: defense, post office, trade, immigration, transportation, RCMP, and external affairs, which means looking after our relationships with other countries.

1. **Quiz time!** Fill in the word or title which matches the description.

a. I am Canada's other official language besides English:

b. I am the title of the leader of the federal government:

c. I am the full name for MP:

d. I am one of Canada's common symbols:

e. We are the group of MPs that questions and debates the government:

f. I am a member of cabinet and the head of a government department:

g. I am a piece of paper that records a vote in an election:

h. I am the second largest section of Parliament:

i. I sit in the House of Commons and make sure the MPs obey the rules:

2. Suppose the federal government wants to pass two bills in Parliament. The first bill is to create a new national park, and it receives support from 200 MPs. The second bill is to build twenty-five new tanks for the armed forces, and it receives support from 151 MPs. The Senate is in favour of both bills. Will these bills pass in Parliament? Give reasons for your answer.



CHECK EXERCISE 2 ANSWERS AT THE END OF THIS LESSON

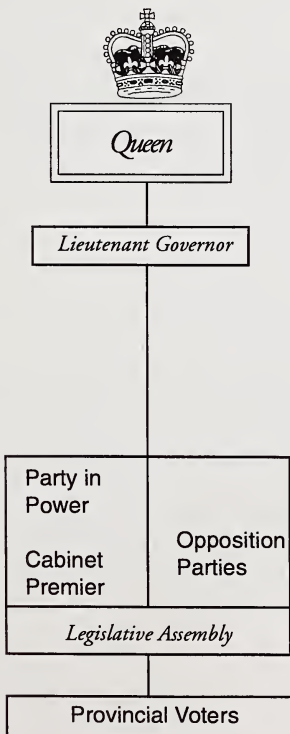
EXERCISE 3: Provincial Government

In Lesson 3 we studied our **provincial government**. We began by learning about Alberta's exciting history. Long ago many Native tribes lived in our province. White fur traders and explorers arrived to trade with the Indians, travel on our river systems, and study the geography of the province. The Hudson's Bay Company eventually controlled a lot of the land, which it later sold to the government of Canada. More and more white people began to travel west. The church sent missionaries. The government in eastern Canada sent the RCMP to keep law and order. Many settlers arrived from eastern Canada, the United States, and many countries in Europe.

Alberta was named after a princess, one of Queen Victoria's daughters.

Alberta's flower is the Wild Rose, the provincial bird is the Great Horned Owl, and the animal is the Rocky Mountain Bighorn Sheep.

In **1905** Alberta became a province. Both Edmonton and Calgary wanted to be the **capital** cities, but eventually **Edmonton** was chosen. Alberta's government meets in the **Legislature** buildings.



Alberta has its own representative of the Queen, called the **Lieutenant Governor**. Alberta's Legislature has two parts: the Lieutenant Governor and the **Legislative Assembly**, which is made up of **83** elected representatives. Our provincial representatives are called **Members of the Legislative Assembly** or **MLAs**. The leader of the provincial government is the **Premier**, Mr. Ralph Klein. He is from the Progressive Conservative party, because they elected the most MLAs in the last election. The Premier selects advisors from the elected MLAs for his **Cabinet**. These people also become **Ministers** of various provincial departments which are in charge of some important services like the Department of Education and the Department of Transportation and Utilities. The political party with the second greatest number of elected MLAs is called the **Opposition**. The Legislative Assembly also has a **Speaker** to make sure that discussions in the Assembly are done in an orderly way.

Each provincial district is called an **electoral division** and is allowed to elect one member to the Legislature. Alberta has three main political parties: the Progressive Conservatives, the Liberals, and the New Democratic Party.

The Alberta government provides these sorts of services: health, education, welfare services, agriculture, transportation, environmental supervision, and management of natural resources.

1. Each provincial **riding** or district is called an **electoral division** and is allowed to elect one representative to the Legislative Assembly. Why is a **rural** electoral division so much larger in area than one in the city?

- 2. The Queen's federal and provincial representatives have different names. What is each one called?

provincial: _____

federal: _____

- 3. It has been suggested that Alberta should have **fewer MLAs** so that we can save money on elections and in the Legislature. If there were fewer MLAs, electoral divisions would have to be larger and each MLA would have to represent more people. Can you think of any **disadvantages** to these changes? Write them in the space below.

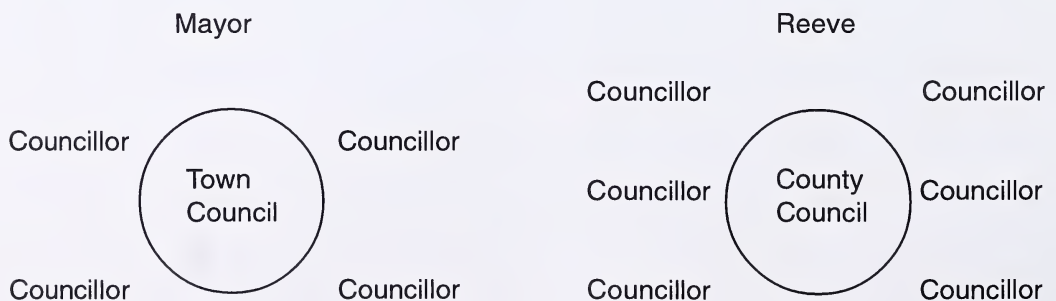
EXERCISE 4: Municipal Government

In Lesson 4 we studied **municipal government**, which means the level of government closest to us. The **boundaries** of your local government are important because each municipal government can only make laws for its specific area. Each community has well known **landmarks**, which are special features of the area and can be made by nature or by people.

Municipal governments are located in cities, towns, and counties. The provincial government gives power to the municipal government so that they may look after the needs of people in a small, local area.

Money to run municipal governments comes from **property taxes** that are paid by people in the local community, who are called **ratepayers**. The provincial government also offers support to municipal governments by giving them money called **grants**, to provide local services.

Municipal elections are held every three years, on the third Monday of October. **Councillors** are the local representatives that are elected in a municipal election. The leader of the local government is called the **mayor** (for towns and cities) and the **reeve**, for rural areas. The councillors are not elected as members of a political party. In federal and provincial elections, MPs and MLAs do belong to political parties. To vote in a federal, provincial, or municipal election, a person must be a Canadian citizen and 18 years of age or older. The number of councillors elected may be anywhere from three to seven. In a large area, there may be more than seven (for example, Edmonton has 12 plus the mayor). Whatever the number is, there must be an odd number of people in the municipal government. The government keeps track of the number of people who live in each area by taking a **census**, which means taking a count of the population.



The municipal government provides such **services** as: libraries, parks and recreation areas, sewage disposal, garbage collection, swimming pools, police and fire protection, paved streets and sidewalks, water supply, public transportation, and electrical power.

In Lesson 4 we studied the government regulations Mr. Donnevan had to obey when opening his pet food store, such as: hours of operation, minimum wages, minimum age of employees, business license, business standards, health standards, GST, and insurance.

Municipal governments have an important part in our everyday lives.

1. Name **TWO** ways the municipal government receives money.

2. We have now studied three levels of government—**federal**, **provincial**, and **municipal**. When making comparisons among the three, each of them has differences and similarities.

- a. Which two government levels would you say are most alike?

b. What are your reasons for choosing those two levels?

3. NAME a **small business** you might like to start when you finish school.
Name **TWO regulations** you would have to obey.

EXERCISE 5: Native Government

In Lesson 5 the topic we studied was **Native government**. Many years ago the Native people had the land to themselves. They had a well organized system of government and were self-reliant. The Cree Indians were grouped into bands of related families. The head of each band was called a **headman** and represented the band at **council meetings**. Headmen sat in a circle to show equality, and decisions were made by **consensus**, or general agreement. The chief was the spokesman for the group once their decisions were made. He was also called **okimaw**, or the **peace chief**. Each band also had a **war chief** to lead the band through dangerous situations. The **Elders** were the older men of the tribe who gave advice when important decisions had to be made. During the summer, several bands would join together and celebrate a **Sundance** ceremony. At this time many marriages would take place, and the **head chief** of all the bands would be elected.

When white people (**mooniyaw**) arrived, the lives of the Natives changed a great deal. Sometimes the whites and Natives were cooperative, but there were also many conflicts. First came the explorers, then the fur traders, missionaries, land surveyors, and finally thousands and thousands of white settlers.



Natives watched settlers occupy the land they had roamed for thousands of years.

Treaties were signed between the Natives and representatives of the government of Canada. The government wanted a treaty to keep the peace. The Natives wanted a treaty because their way of life had been changed a great deal and they were worried about their survival. The Canadian government promised the Natives land, education, health care, and some hunting and fishing rights. The Natives promised to keep the peace and not destroy property. The land given to the Native people to farm and to build houses is called a reservation, or a **reserve**.

When white people first arrived, some of the European men married Native women because they wanted to have families and there were very few white women in Canada at that time. The children in these families were called **Métis** because they were both white and Indian. Even though the Métis people were interested in treaties, the Canadian government would not sign treaties with them as they did with the Native Indians. Some Métis people live in cities and towns. Others live on Métis settlements. **Kinship**, or families ties, are very important to the Métis. They have a close **extended family** which includes: mothers, fathers, children, aunts, uncles, cousins, and grandparents.

Native government is very democratic. Every person in the band is allowed to give their views when decisions are made. The chief does not force people to vote one way or another. The chief acts as a **spokesman** for the group and explains to others what decisions have been made and why. A good leader is fair, respected by others, has good ideas, listens to people, and speaks up for the rights of others.

The rights of Natives in Canada are protected in our **Constitution**, which Queen Elizabeth signed in 1982.

There are over 100 Native organizations in Alberta which provide many services for the Native people. Examples of those services are selling Native crafts, finding jobs, setting up school programs for Native students, setting up Native Friendship centres and newspapers, and helping with social programs and health care needs.

Many hundreds of years ago, Native people had a good system of government, and that is their goal today.

1. Name TWO examples of services provided by each of the following government levels.

a. Federal government

b. Provincial government

c. Municipal government

d. Native government

2. "Native government has a long history of being very democratic." In your own words, explain the meaning of that sentence.

3. An Elder might have just as much power as a war chief, even though the Elder is not young and strong. Can you explain why?

4. Below are some words that name people or things in Canadian government. Suggest words which name similar people or things in **traditional Cree government**. The first one has been done for you.

- a. armed forces warrior society
- b. Premier _____
- c. Senators _____
- d. Mayor _____
- e. voting _____
- f. Legislature _____
- g. electoral division _____
- h. councillors _____

EXERCISE 6: Political Participation

After learning about all levels of government in Canada, in Lesson 6 we learned something about participating in political decisions.

We have learned that all levels of government provide many services to satisfy our needs. Sometimes there is even an overlap of services from one level of government to the next. But sometimes there seems to be a gap, and important needs require some help. Then various community services will lend a hand. We read the story about the Edmonton Emergency Relief Society and their work in helping families who are experiencing a crisis.

Lesson 6 provided information about how the federal and provincial governments pass laws, and how municipal government passes a bylaw. The federal government puts a bill through many steps as it goes through three **readings** in the House of Commons, is sent to a committee for study, and then goes through three Readings in the Senate, with more committee work. If the bill passes all those steps, it is finally signed by the Governor General, making it a law. The provincial government puts a bill through three Readings in the Legislative Assembly, sends it to a committee for study, and if the bill passes all those steps it is finally signed by the Lieutenant Governor, making it a law. The municipal government begins with a **motion** to take some action, followed by questions, debate and study by a committee. Then a final vote is taken, and if the motion passes, a new **bylaw** is created.



A meeting of a municipal council

We studied responsible citizenship. People have the **right** to present their own ideas, and they have the **responsibility** to be involved in making decisions. Politics is part of our everyday lives. Our ideas can have an influence on others. We saw how the students in Mr. Shepherd's Grade Six class attempted to change rules that they felt were unfair.

If people want to influence political decisions, they should think about the problem carefully. The next step is to find out which group or government body is responsible for the decision. Sometimes people put their ideas in writing and come up with a **brief**, which is a printed copy of their ideas. People may form a **lobby group** or **pressure group** to talk to their politicians in person. Having people sign a **petition** is another way to show support for a particular idea. Often people **write letters** to their politicians or the local newspapers to express their points of view. The media (radio, TV, and newspapers) give attention to the concerns people have.

Our elected representatives have many different responsibilities. They must attend many meetings, including committee meetings, and appointments with people in their district. Politicians must be prompt about answering all the mail they receive. Sometimes they might be on radio or TV to answer difficult questions about an issue. Sometimes our politicians will conduct surveys to find the views of the people. When it is time to vote, the politicians must study a situation from many different angles so they make the best decisions for the people who elected them.

Our governments must set **priorities** and make wise decisions because each project costs money and they can't vote "Yes" to every idea. Politicians must listen to a variety of people when they make their choices. They must listen to the voters, the professional experts, and their political parties, and consider how much a project will cost.

Participating in political decisions is a big responsibility for both the politicians and the people they represent.

1. **Laws** are passed by all levels of government. Think about the steps that are followed when the federal government, the provincial government, and the municipal government pass laws or bylaws.

a. Explain TWO ways in which the steps are **similar** for all levels.

b. Describe ONE step that is unique or **different** for each level.

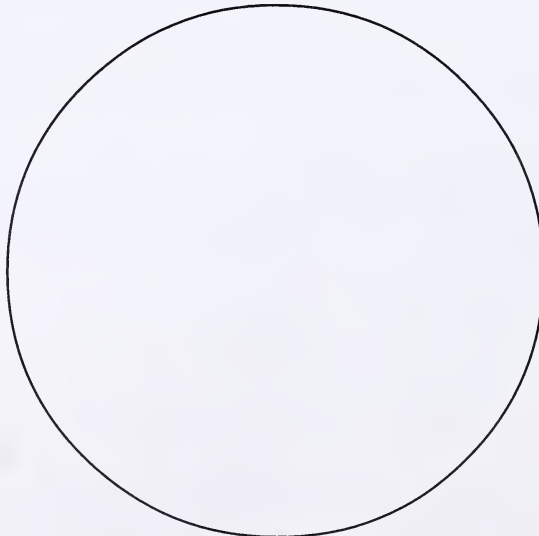
Federal _____

Provincial _____

Municipal _____

2. Pretend you are a **politician** visiting a Grade Six classroom. The students want to know what sort of work you do.
- a. Briefly explain your job as a politician.

- b. Many people say that information is more clear when they can see it in a chart or diagram. Use the circle graph below. Think of all your duties as a politician. Which one takes the most time? Mark out a section of the circle like you are cutting a pie and write in the name of that duty. Then, do another section and so on until you have named at least **four** duties. Use your own ideas and your own imagination when you are deciding how much time each job takes. See Lesson 5 to find some examples of circle graphs. Give your graph a title.



ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 2

1.
 - a. French
 - b. Prime Minister
 - c. Member of Parliament
 - d. beaver, maple leaf, flag
 - e. the Opposition
 - f. minister
 - g. ballot
 - h. the Senate
 - i. the Speaker

2. Both bills will probably be passed in Parliament, and go into effect. They have received the support of a majority of MPs (200 and 151 out of 295 total), so they will pass the House of Commons. If the Senate is in favour of the bills, then presumably they will be passed there as well. Finally, the Governor General will approve the bills after they have passed the House of Commons and the Senate, and they will become law.

ART EXERCISE 4: Painting

Most **storms** involve rain, sand, or snow, and can be dramatic to watch. Artists can make pictures about storms so people feel they are right there watching.

Think about a storm you have seen. What things would you show in a painting about that storm? Would **cool** colours be suitable for a rain storm? Would **warm** colours work best for a sand storm in the desert?

Paint a **storm picture** using a sheet of painting paper from the back of *The Elementary Art Book*, which can be removed and attached to this sheet after it has dried.

Find a set of paints, a clean container of water in which brushes can be rinsed, a tin foil plate to mix colours on, several paintbrushes, and a sponge for applying wide backgrounds of colour. (See *The Elementary Art Book*, page 50.)

Things to consider:

- **washes** of colours for backgrounds
- Should I let some wet colours run into others for a rainy feeling?
- Would **splatters** of paint make a good rain texture?
- Would **darker** and **brighter** colours be applied after the background was painted?
- Should I use **sweeping** strokes for sheets of rain and **drybrush** strokes for curly clouds? (*The Elementary Art Book*, pages 52-53)
- Would closer objects be larger in size than farther-away objects?

I have it! I can see the picture of my storm on the television screen of my mind. The name I will give my storm painting is:

I'll just tape down my sheet of paper on top of some newspapers, pick up my brush and sponge, and here we go...

Social Studies 6

Unit 2

LESSONS 8-14



Social Studies 6
Student Module
Unit 2
Lessons 8-14
Alberta Distance Learning Centre
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This document is intended for	
Students	√
Teachers (Social Studies 6)	√
Administrators	
Parents	√
General Public	
Other	



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0603 Social Studies

Unit 2

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

A - Very Satisfactory

B - Satisfactory

C - Needs Attention

D - Unsatisfactory

Apply Lesson Label Here

_____	_____	_____	_____	_____	_____
Name	Address			Postal Code	

Please verify that preprinted label is for correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

TOPIC B: GREECE – AN ANCIENT CIVILIZATION

The Greek civilization dates back to about 3000 BC. By 500 BC, the civilization in Greece was probably the finest one in the world at that time. It didn't last as long as some other civilizations have, but since it is one of the roots from which our own civilization and culture have grown, it should be of interest to us. The next seven lessons will take us far away in distance and time to study ancient Greece. You will need the textbook *Greece: Discovering the Past*.

LESSON 1: TIME AND PLACE

Ancient Greece is a fascinating topic. But it is likely a study that is quite **foreign** or strange to you. First of all, Greece is a land a great distance away from Alberta, Canada. The climate is different, the geography is different, and the way of life of the people is different. On top of all that, we are going back in time many hundreds of years to study ancient Greece. So we need a lot of guidance to make our visit to ancient Greece as interesting and as useful as possible. In Lesson 1 we will spend some time preparing ourselves for that journey.



EXERCISE 1: Where Do We Begin?

Who were the ancient Greeks and how did they live? The first Greeks were herdsman who arrived in the peninsula of Greece before 2000 BC. In that sentence, there are three important things to learn. First, **herdsmen** are people who look after livestock, or animals. Secondly, a **peninsula** is a piece of land that is surrounded by water on three sides, which means it is almost an island. (You will learn more about Greek geography in Exercise 5.) Thirdly, in this lesson you will learn what **BC** and **AD** mean when they are written after a date.

You probably know that **ancient** means old. But what about the word **civilization**? Perhaps you think **civilized** means someone who is polite, but it has an even more important meaning. A civilization is a group of people who have developed a particular culture over time. A civilization is a group of people who live in established communities rather than being wanderers. They have similar customs or ways of doing things, similar laws, language, and government.

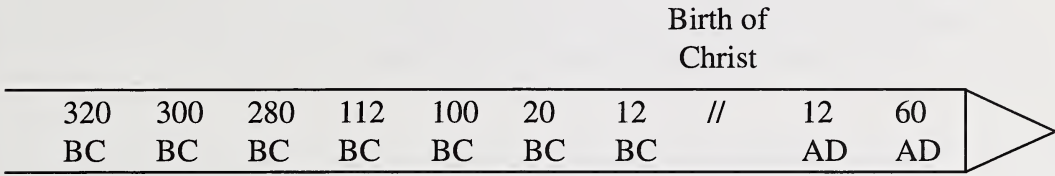
Before you turn to your textbook, keep this question in mind: **Why is it important to study ancient Greece?**

Turn to the text *Greece: Discovering the Past* and read pages 1, 2, and 3 (top). Then answer the following questions.

1. Look at the map of the world on textbook page 2. The **scale** for the map is in the lower right. Take a **ruler**. Measure the **distance** from Greece to the approximate location in North America where you live. Students who are outside of Canada should measure the distance between Greece and where they are living now. What is the distance, approximately?

_____ kilometres

Turn to page 3 and read the information in the yellow box which says “**What’s the Difference Between BC and AD?**”. Do you understand how time is arranged before and after the birth of Christ?



2. Below are six dates. Put them in the correct order, from earliest to most recent.

535 BC 6 AD 2 BC 755 BC 536 BC 100 AD

- a. _____ (earliest date)
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____ (most recent date)

Before you began your textbook reading, you were asked the question, "Why should we study ancient Greece?" Turn to page 3. Read the box which says "**What Do We Owe the Ancient Greeks?**" Then return here.

Now you can understand why we have made the choice to study ancient Greece. The information in the box gave you 10 ideas.

3. a. Which **THREE** contributions do you think are most important? List your choices in as few words as you can. For example, if you chose the first one, just write *democracy*.

①

②

③

- b. Explain why you made your number ① choice in question a.



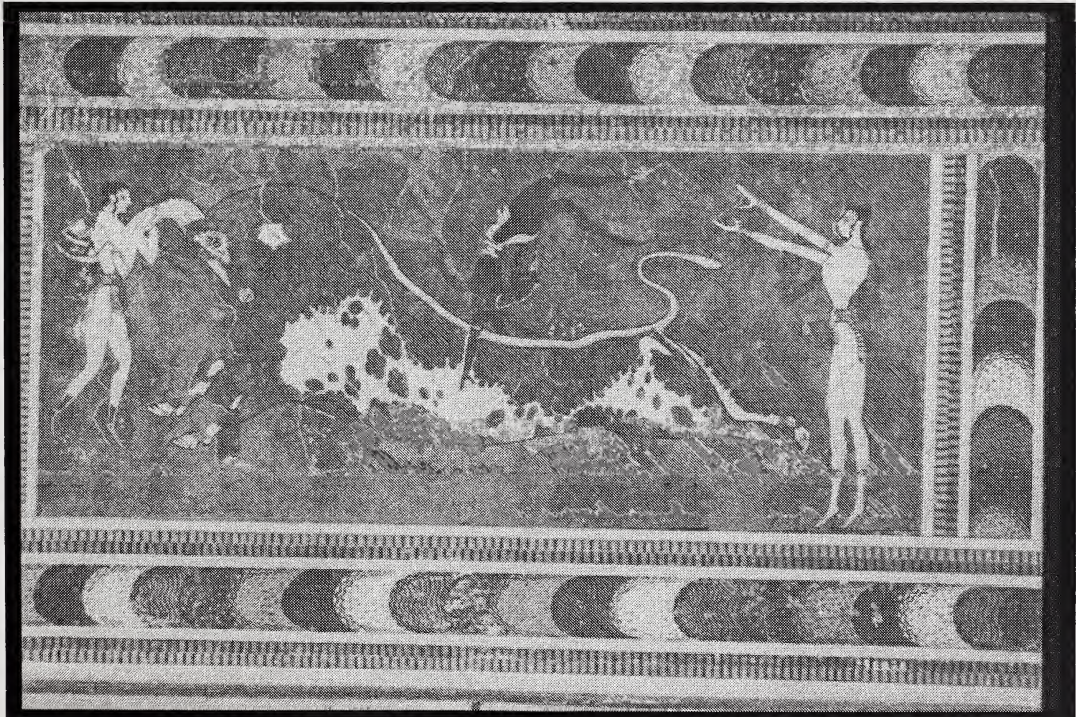
CHECK YOUR EXERCISE 1 ANSWERS AT THE END OF THIS LESSON

EXERCISE 2: An Overview of Greek History

To prepare yourself to read the next chapter, quickly look through the pages of your text from page 6 to 12. Check the **titles** of the various sections in large print. Check the words in **bold** print. Remember you can find the meaning of these words by looking in the **glossary** at the back of the textbook.

Now read carefully Chapter 2, pages 6-12. Then return here.

Today we can read about the history of people from books, and watch films to discover important facts about the everyday lives of people. But hundreds of years ago, the **Minoan** civilization had just begun to use a simple type of printing. How do we know details about life in Greece at that time? One way is to study the **frescoes**, wall paintings which showed scenes from everyday life in Greece over 4000 years ago. A wet plaster was put on the walls, and then the painting was done on this surface.



This Minoan fresco shows the ancient sport called bull-jumping.

1. a. The Minoans developed an interesting way to **communicate**. What was it called?

b. Why was **writing** an important development?

2. a. Thousands of years ago, early people used **stone** tools. What type of material did they use after that, and why was it an improvement?

b. What new **metal** was introduced later and why was that a further improvement?

3. a. What is an **acropolis**?

b. The ancient Greeks lived during a time when there was always a danger of **invasion** from other people. Why would the acropolis be helpful?

4. a. How did the **Mycenaean** civilization end?

b. How was this end different from the end of the **Minoan** civilization?

5. What do we think happened during the **Dark Ages**?

EXERCISE 3: Historians and Archaeologists

Do you have any relatives who keep track of important events in your family, such as when the last big reunion was held and who attends most family picnics? Maybe someone actually keeps a written record of family history. Some families have had books printed about their histories. Sometimes family members search for information about relatives who lived long ago, and draw a family tree of their **ancestors**.

Historians research information about past events that involve a whole society of families – thousands and thousands of people.

Turn to the text *Greece: Discovering the Past* and read **What Do Historians Do?** on pages 14 and 15. Then answer question 1 below.

1. Why are **questions** important for historians?

Archaeology is the study of objects that ancient people made and used. These objects are called **artifacts**. It's usually not an easy job to find artifacts. Keep this in mind as you read about archaeologists.

Turn to your text and read **What Do Archaeologists Do?** on pages 15 and 17. Then answer questions 2 and 3 on the next page.

2. Think of all the interesting things an **archaeologist** would find if he or she were looking through the items in your bedroom. (Do you think your parents sometimes act like archaeologists?)

a. Name **TWO** objects in your bedroom which might be thought of as **artifacts** by a future archaeologist.

b. Tell how these two items would help an archaeologist know what you are like. For example, an archaeologist could tell what you do for recreation if your ballet slipper or soccer shoe was found.

3. a. You have now learned about **historians** and **archaeologists**. How are their jobs **similar**?

b. How are their jobs **different**?

In Exercise 2, you learned about a very famous Greek author called **Homer** who wrote lengthy poems about life in ancient Greece. He wrote about Troy and the Trojan War. In case you haven't heard about the Trojan War, here is a brief summary of that interesting **legend**.

During the Mycenaean civilization, the city of Sparta was ruled by King Menelaus. His beautiful wife was named Helen. She fell in love with a Trojan named Paris and went back to Troy to live with him. The King was very angry. He got a huge army of men together and they sailed to Troy in 1000 ships to defeat the Trojans and bring Helen home. (See the map on textbook page 10 for the locations of Sparta and Troy.)

The King of Troy had a strong city surrounded by walls that were eight metres high. King Menelaus fought for ten years and had still not defeated the Trojans. He decided they would need to use a clever trick in order to be victorious. First, the Spartan armies pretended they were leaving. The Trojans believed that they had won. The Trojans found a giant wooden statue of a horse outside their city gate. They were curious, wondering what it meant. They decided that the army of King Menelaus had left it for them as a gift. The Trojans pulled the giant horse inside their city gate and began to celebrate their victory. Unfortunately, the Trojans didn't know the huge horse was hollow and that Spartan warriors were hiding inside.

While the Trojans were busy celebrating that night, the Spartan soldiers slipped out of the horse, opened the city gates, and let in the rest of the Spartan army who had been hiding nearby. A fierce battle took place and the entire Trojan army was defeated.

King Menelaus set sail for his kingdom in Sparta with his wife Helen.

Turn to page 18 of your text and read the story of **Heinrich Schliemann**. Then answer question 4 on the next page.

EXERCISE 4: Location and Climate of Greece

Many things about Greece have changed from the time of the Bronze Age. However, three things about Greece have not changed: its **location**, its **climate**, and its **physical features**. In this exercise we will study the first two.

Greece is located across the **Mediterranean Sea** from Egypt, which is in North Africa. Greece is located east of Italy, across the Ionian Sea. We found in Exercise 1 that mainland Greece is a **peninsula** with a jagged, rocky coastline. In addition to that, Greece has dozens of small and large **islands** in and around the **Aegean Sea**. The big island of **Crete** belongs to Greece.

First, find your *Nelson Intermediate Atlas* and turn to pages 92-93 to see the location of Greece. In the **legend**, find the broken gray line that shows borders and take a close look at the borders of Greece. Read to yourself the names of Greece's neighbours.

Turn to the text *Greece: Discovering the Past* and read pages 20-21.

1. What does **peninsula** mean?

2. a. Look at the **legend** of the map on textbook page 21. What is the **scale** of the map?

3. Use a ruler and the page 21 map scale to **estimate** the following distances. Your answers only have to be approximate.
- There are _____ kilometres between **Delphi** and **Athens**.
 - There are _____ kilometres between **Athens** and the island of **Crete**.
 - Athens** and **Sparta** were often fierce enemies. There are _____ kilometres between these two cities by a direct route over land and sea. There are _____ kilometres between these two cities over a land route.
4. Which country is located **west** of Greece? (See the atlas if necessary.)
- _____
5. Name four **seas** that surround, or are very close to, Greece.
- _____
- _____

It is easier to locate cities and countries on a map if we use the guidelines of longitude and latitude. You will remember that **longitude** means the imaginary lines going north and south which meet at the north and south poles. There are 360 lines or degrees in total. The starting point is called the Prime Meridian, which passes through London (England), France, Algeria, and other countries of western Africa. All countries to the east of the Prime Meridian will show **east** longitude until we reach 180 degrees, which is the International Dateline. The lines of longitude to the west of the Prime Meridian are marked **west** longitude.

The imaginary lines going east-west around the earth are called **latitude**. The main line of latitude is the **equator**, which circles the earth halfway between the north and south poles. The equator is the starting point so it is 0 degrees. Lines north of the equator are **north** latitude. Lines south of the equator are **south** latitude.

6. Turn to the map on textbook page 2. What is the approximate **latitude** and **longitude** of Greece?

Now we will study the **climate** of Greece. Begin by reading **What Kind of Climate Does Greece Have?** on page 24 of your text. Then answer the following questions.

7. What is a **Mediterranean climate**?

8. How is the climate different in the **mountains** and the **lowlands**?

9. Does Greece have summer and winter at the same time as **Alberta**? Give a reason for your answer.



CHECK YOUR EXERCISE 4 ANSWERS AT THE END OF THIS LESSON

EXERCISE 5: Physical Features

When you are about to meet someone new, you may often wonder what they are like. Are they tall, short, dark, or fair? When we are becoming familiar with a new country, we wonder what the countryside is like. To examine a country, we look at its **landforms**.

Greece is a country that has many **mountain ranges**. The mountains are made of a rough limestone that soaks up water like a sponge. The mountains are very old and have been worn down over the years, so that very few of the mountains are over 2000 metres high. Between the mountain ranges are **valleys** which are high and narrow. There are some flat **plains** in the central part of Greece and also along the coastal areas.

Greece has very few lakes and rivers because the limestone quickly absorbs water. Many of the rivers dry up completely during the dry summers, and only flow in the wet winter months.

The Greeks have never had the advantage of fertile soil in their country. For that reason, the farmers and herders moved about looking for good land and fighting each other for control of good places to settle.

Turn to the text *Greece: Discovering the Past* and study the relief map on page 21.

Check the page 21 map **legend** carefully. The light and dark brown colours show mountainous areas of **high elevation**. Along the coastal regions, you can see where the flat plains are located.

1. Give the approximate **elevation** (altitude) of Athens and Sparta.

Athens: _____

Sparta: _____

In your atlas, turn to pages 78 and 79 for some interesting information. Then answer question 2.

2. What **natural hazards** could be a serious concern for the Greeks?

Now study the map on atlas pages 72-73 for some information about **forestry**.

3. What kind of **forest cover** does Greece have?

In the textbook, read page 23 and the left-hand column of page 24. Then answer questions 4-5.

4. Study the map on page 24 showing the ancient Greek city-states. Why did the Greeks build many of their cities on the **coast**?

5. Both the mountains and the number of rivers made the Greek city-states separate from each other. Explain why that was true.

What would cause an entire city to be lost or displaced? On page 22 read **The Case of the Missing City**.

6. What can we learn about the importance of **forests** from the ancient Greeks?

EXERCISE 6: Did the Ancient Greeks Have Needs?

How much do people change over several hundred years? Did the ancient Greeks have needs that had to be satisfied? Did they have goals that they were working toward? Did they have dreams about their futures that encouraged them to work hard? In how many ways were they different? In how many ways were they the same?

Let's begin by doing a quick review of the three main types of needs people have. First, there are **physical** needs, or basic needs, which are necessary for survival. Food, clothing, shelter, protection, and transportation are examples of physical needs.

Social needs are the needs to work, play, and communicate with others. Meeting our social needs helps us to live together. The language that we learn is necessary for our social roles.

Finally, our **psychological** needs are related to our enjoyment, desires, and need to learn. Psychological needs are satisfied by the entertainment and education we choose (music, art, drama, and reading), and by the religious ideas that we follow.

In summary, we can say:

Physical needs = body and survival

Social needs = living together

Psychological needs = mind

We can imagine that the Greeks had physical needs to survive and be healthy. Did they really have psychological and social needs as well?

Another question we are likely curious about is, "Who or what helped the ancient Greeks satisfy their needs?" We know that our families are the first to satisfy our needs when we are born. Did the ancient Greeks live in families? In Topic A we studied government and learned that government helps us to satisfy many of our needs. Did the ancient Greeks have a system of government? It would seem that they did because they left us their knowledge about democracy. We have many community organizations to assist us with our needs, like church, cultural, sports, and charity groups. Did the ancient Greeks have any community organizations?



Do you think the ancient Greeks might have had drop-in centres?

We must keep in mind all these questions about needs and how they can be satisfied as we study the next few lessons on ancient Greece.

Turn to the text *Greece: Discovering the Past* and read **Moving On** on page 25. Then answer the following questions.

1. **Artifacts** are objects made by humans. An archaeologist digs up artifacts that were made and used by past societies.

Pretend you are looking for artifacts in your home that prove you have **physical, psychological, and social needs**. For example, Maria decided to use a glove, a program from last Saturday's symphony concert, and a postage stamp. Pierre included his mother's favourite cookbook, a Boy Scout handbook, and the "Bruno and Boots" story he had just finished reading.

Use your imagination. Name an artifact in your home that relates to each category of needs. Then explain **how** the artifact is connected to that need.

a. **Physical Needs**

Item: _____

How it is connected to physical needs:

b. Social Needs

Item: _____

How it is connected to social needs:

c. Psychological Needs

Item: _____

How it is connected to psychological needs:

EXERCISE 7: Review

In our first lesson in Topic B we started to understand the lives of the ancient Greeks. By studying the ancient Greeks, we can better understand how **civilizations** grow and develop. In Exercise 1 we learned that the Greeks have given us at least ten important contributions, including: democracy, education, art and sculpture, ideas about science and medicine, the Olympics, and philosophical beliefs. You also learned what **BC** and **AD** mean when we write them after dates.

In Exercise 2 we briefly looked at the general history of Greece covering the Bronze Age, the Dark Ages, the Archaic Period, the Classical Period, and the Hellenistic Period. We found many Greek civilizations over that time, such as the Minoans, the Mycenaeans, the Dorians, and the Ionians.

In Exercise 3 we discovered that much of our knowledge about the past comes from the work of **historians** and **archaeologists**. The historians help us organize information from the past so it is useful to us. History helps us to know who we are, and learn from our mistakes. Archaeologists dig up **artifacts** from earlier civilizations so we can understand what the people of that time were like.

In Exercise 4 we studied the **location** and **climate** of Greece. Greece is located north of Africa and east of Italy. You were given a brief review of **longitude** and **latitude**. You learned about a **Mediterranean** climate.

In Exercise 5 we looked at the **physical features** of Greece. Greece has many mountains, very few lakes and rivers, and flat areas near the coast and in central Greece. The ground has a lot of limestone, which is not fertile for growing most crops.

In Exercise 6 we reviewed **physical, social, and psychological needs**. We thought about such questions as: Did Greeks have needs? Were their needs similar to our own? Did they have families, government, and community organizations to help them with their needs?

You will now continue your Lesson 1 review by completing a set of **multiple choice** questions. To answer questions like this successfully, choose the **correct** or **best** answer from the four choices after you have read each choice carefully. If you don't see the correct answer right away, you might approach the question in another way. Read each one of the choices and try to eliminate those you know are wrong. Then look at the remaining choices and decide which one you think is best. Write the letter of the correct answer on the line beside the question number.

- _____ 1. One of the jobs of a **historian** is to
- A. organize ideas so that they make sense
 - B. explain the needs of the people
 - C. find materials with a shovel and a brush
 - D. analyze growing seasons on a map
- _____ 2. The **Mycenaean** civilization was overpowered by
- A. the Minoans
 - B. Alexander the Great
 - C. an earthquake
 - D. the Dorians
- _____ 3. The **Minoans** lived
- A. close to Delphi
 - B. on a small island in the Aegean Sea
 - C. in Crete
 - D. north of Sparta
- _____ 4. Which time arrangement is correct?
- A. 525 BC comes before 530 BC
 - B. 630 AD comes before 2 BC
 - C. 16 BC comes before 10 AD
 - D. 422 BC comes after 421 BC

- _____ 5. You can find the distance of a country from the **equator** by finding
- A. the Prime Meridian
 - B. the International Dateline
 - C. degrees longitude
 - D. degrees latitude
- _____ 6. One of the most important contributions of the ancient Greeks to our way of life is
- A. military clothing
 - B. the idea of democracy
 - C. the one act play
 - D. good forestry practices
- _____ 7. Another name for **acropolis** is
- A. a high hill
 - B. a temple
 - C. a military shield
 - D. a special festival
- _____ 8. **Heinrich Schliemann** discovered the ruins of
- A. Sparta
 - B. Troy
 - C. Crete
 - D. Athens
- _____ 9. The **physical features** of Greece include
- A. few rivers or lakes
 - B. high, jagged mountains
 - C. flat, fertile prairies
 - D. rolling hills with trees

_____ 10. The **climate** of Greece

- A. is called a maritime climate
- B. has no effect on the lives of the people
- C. is warm and tropical
- D. has moderate temperatures in the valleys

Complete the rest of the review questions below.

11. Greece is a **maritime** nation. Explain what this means.

12. How did physical features **isolate** the Greek city-states?

GLOSSARY

AD	Anno Domini (Latin), which means in the year of our Lord, or after Christ
BC	Before Christ
civilization	a large group or race of people who share common customs, laws, language, and government
fresco	a wall painting done on wet plaster that shows scenes of everyday life
herdsmen	nomadic people who look after animals
peninsula	a piece of land that is surrounded by water on three sides

***Please check the glossary of your textbook for other important words.

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

1. The distance between Greece and Alberta is approximately 11000-12000 km.
2. 755 BC, 536 BC, 535 BC, 2 BC, 6 AD, 100 AD
3.
 - a. student choice
 - b. This is personal response, but there should be an attempt to relate the choice to current beliefs or institutions.

EXERCISE 4

1. A peninsula is a piece of land connected to a mainland and surrounded on three sides by water.
2. The scale is: 2 cm = 100 km, or 1 cm = 50 km
3.
 - a. approximately 125 km (2.5 cm on the map)
 - b. approximately 250 km (5 cm)
 - c. approximately 160 km (3.2 cm) direct; approximately 200 km (4 cm) by land
4. Italy
5. Aegean, Mediterranean, Sea of Crete, Ionian (page 10 map)
6. 40° North latitude and approximately 20° East longitude
7. A Mediterranean climate has hot, dry summers and mild winters. Most precipitation comes in the winter.
8. Climate is generally cooler in the mountains than in the lowlands. Winters can be cold, with snow. The lowlands have mild winters. Precipitation is higher in the mountains.
9. Yes. Greece and Alberta are both in the northern hemisphere (north of the equator).

ART EXERCISE 5: Printmaking (Stencil)

Read pages 58-62 in *The Elementary Art Book* before you try this exercise.

Create a **stencil pattern** which fills the space below, or the other side of this page if you need more space. Use **colour**. Staple the used stencil to the top of this page.

Materials:

- an old file folder or other heavy paper for a stencil
- a short bristle brush or small sponge to dab paint with
- one colour of paint
- craft knife and a piece of cardboard for a cutting surface
- tape

STENCIL CHECKLIST

- | | | |
|-----|----|--|
| YES | NO | My idea is different from the examples in <i>The Elementary Art Book</i> . |
| YES | NO | Ink was always brushed from the edge towards the middle within this stencil pattern. |
| YES | NO | My pattern repeats itself again and again on this page. |

LESSON RECORD FORM

0603 Social Studies

Unit 2

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

Apply Lesson Label Here

_____	_____	_____	_____	_____	_____
Name	Address				Postal Code

Please verify that preprinted label is for correct course and lesson.

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

A - Very Satisfactory

B - Satisfactory

C - Needs Attention

D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

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LESSON 9: PHYSICAL NEEDS

In this lesson, we will look at the basic needs of the ancient Greeks. Remember, we are travelling to a country thousands of kilometres away from Alberta. We are also travelling back in time several hundred years. What we discover about basic needs may be very surprising to you!

EXERCISE 1: Working Out Problems

Physical needs are things we require in order to survive and maintain healthy bodies. We cannot live without things like food, water, shelter, clothing, and transportation.

How we satisfy our physical needs depends a great deal on three things. The **physical features** of an area are important. Some people live in a jungle, other people live in a rugged mountain range, some people live on the flat prairies, some people live in the far north, and others live on a small island in warm, tropical seas. Read that last sentence again, and as you do, picture each setting and think about how people would find ways to satisfy their basic needs.



Another factor that affects basic needs is the **climate** of an area. Warm climates have some advantages, but they also create some special problems. A cold or rainy climate changes the way we satisfy our needs, as well.

The **resources** of an area are the third factor that determine how people meet their basic needs. Resources can be many things, such as water, forests, soils, and minerals like gold, silver, and iron.

We know that the ancient Greeks had a very hard life. Their settlements and cities were clustered on little pockets of fertile soil found here and there in the valleys. Rugged mountains separated the groups of people. They had to think of their own methods of satisfying their needs within their own little communities, with no help from their neighbours. In fact, many communities preferred to be **self-sufficient**, which means meeting their own needs with little or no help from people outside their group. They were sometimes suspicious of outsiders who could invade and control them.

The people settled around land that was suitable for farming, and that often meant they lived in the coastal areas. Greece did not have broad river valleys and regular floods to provide moisture and new, fertile soil for crops each year. Farming land was so scarce that the farmers planted crops on the same land year after year. Each year the land became less productive and the crops decreased.

In Lesson 8 we found that Greece has a Mediterranean climate. In the valleys, summers are hot and dry, and winters are rainy. In the mountains, summers are rainy and winters can be fairly cold. Since most Greeks lived in the valley areas, their clothes and shelter suited a warm climate. Their crops and livestock were adapted to a warm, dry climate.



Many hundreds of years ago, Greece had thickly forested mountains. The people cut down the trees for firewood and building ships. Once the trees were gone, **erosion** of the soil occurred, which means that the topsoil was washed away by the rains.

We know that Greece is surrounded by large bodies of water. Being close to the sea affects the way people provide for food and transportation. Greece has very few inland rivers. The rivers often dry up completely during the summertime. How does that affect transportation?

The ancient Greek civilization was able to progress, or advance, through many stages because of the **minerals** it had. First, people made their weapons and tools from stone. Then, they were able to use a new material, **bronze**, by combining copper and tin. Later, people began to use **iron**, which was stronger than bronze. Gold and silver were found in jewelry and coins. Clay was one of the main materials used to build houses. Clay was also used to make oil lamps and roof tiles, as well as pots, or **urns**, for storing water and food.

1. a. List **THREE** important **factors** that can affect the way people satisfy their physical needs.

-
- b. Which **one** of these factors do you think is the most important? Give reasons for your answer.

2. We eat different **fruits and vegetables** at different times of the year. What causes these changes?

3. a. **Clay** was a **resource** used by the ancient Greeks to:

- b. **Limestone** was an important **physical feature** affecting physical needs because:

- c. A **dry summer climate** affected the physical needs of the ancient Greeks because:



CHECK YOUR EXERCISE 1 ANSWERS AT THE END OF THIS LESSON

EXERCISE 2: Food

Since we are going back in time several hundred years, how can we know how the ancient Greeks satisfied their basic need for food? Archaeologists have found **ploughs**, various tools for cutting crops, and stones to grind grain into flour. Most ancient Greeks were farmers who had plots of land on the hillsides of the mountains and on the small plains. The farmers planted their grain in the fall before the rains came, after preparing the soil with a wooden plough that had an iron point. In the spring, they cut the grain using **sickles** with iron blades. They drove oxen over the grain to thresh it. They **winnowed** the grain by hand, which means they sifted out the good grain from the stalks of straw. During the harvest time, all members of the family worked very hard to gather the crops. If you live on a farm, you know how busy harvest time can be!

The Greeks had herds of animals such as goats and sheep. **Sheep** were raised for their meat, wool, and milk. Sheep prefer dry conditions after their wool is sheared and they like to graze on hillsides, so Greece was a perfect place for sheep. Pigs roamed through the woods and ate acorns. Geese were common, and were used mainly for their feathers, which were put into bedding and cushions.

Because Greece is a peninsula, many of the people lived close to the sea. Fishermen brought in large catches of **fish** to sell. The ones not sold were smoked or salted so they wouldn't spoil in the warm weather. The salt came from the sea. Flat pans were filled with sea water, and left in the sun until all the water evaporated. It took a large amount of sea water to make much salt.

Walnuts and almonds grew almost everywhere on the hillsides. Honey was collected from the hives of wild bees. They used the beeswax to seal jars when preserving food. **Grapes** and **olives** were two other very important crops that grew on the hillside as well. Grapes were eaten as fruit, dried as raisins, and made into wine. Grapes can grow on rocky soil. They need a lot of sunshine but do not need much water, so they were perfect for Greece.

Olives were more important than grapes to the Greeks. Olives grow well in hot, dry climates. Like grapes, olive trees do not require much moisture. The olive is green. If it is left on the tree through the winter, it turns black. While the olive was important for food, it was grown mainly for **olive oil**. The Greeks used it for cooking, but also for lamp fuel, perfume, and hair and body lotion. The Greeks rubbed olive oil on their skins and in their hair to prevent them from drying out in the summer sun when temperatures were very hot.



Ancient Greeks used weight and pressure in various ways to squeeze oil from olives.

Milk was not a popular drink because there was no refrigeration to prevent it from turning sour. Most of the milk was made into **cheese**. Meat, fish, and fruits were preserved by drying them. Olives and vegetables were pickled in sour wine vinegar and salt water.

Turn to the text *Greece: Discovering the Past* and read pages 27 to 30.

1. a. What is a **staple** food?

b. Give an example of a staple food that **you** eat.

c. What are **delicacies**?

d. Give an example of a delicacy that **you** eat.

2. Because of the warm Greek climate and lack of refrigeration, people had to change some foods to prevent spoilage. Several examples were given. Choose ONE of the examples and explain how the food was used or **modified** (changed). For example: *Grapes that were not eaten as fruit were dried and made into raisins.*

3. Water is a basic need. The Greeks had the problem of **water shortages**.
- a. Explain how they tried to solve that problem.

- b. Explain what your family has done when you have experienced a problem with your water supply.

4. Only men attended the **symposiums**. How do you think the symposiums would have been different if women and families were invited?

EXERCISE 3: Clothing

Think of the many different materials that are used in making your clothing. You may have items made of leather, canvas, wool, silk, cotton, rayon, and nylon, just to name a few. We use natural fibres, plus fabrics that we have created ourselves. Our clothing keeps us warm in cold weather, dry during wet weather, and comfortable in hot weather.

We have clothing in every colour we can imagine. Then there are styles and fashions which change almost every year.

We have some things in common with the ancient Greeks regarding clothing. We both wear clothing to protect our bodies from our environments. We both wear clothing because we have the belief that we should cover our bodies.

There are some things that were quite different about the clothing of the ancient Greeks as well. Their clothing was loose. It gave them freedom to move easily as they did their daily tasks. Most clothing was made from two fabrics—**wool** and **linen**. Linen is a strong cloth made from flax. The styles in Greece did not change a great deal. In 300 BC the clothing looked almost identical to what they had worn back in 600 BC. Almost every Greek family had a loom in their home. **Weaving** was a skill the young girls had to learn early in life.



Ancient Greek weavers had to stand to work at their upright looms.

In ancient Greece, clothing for everyday wear was left in the natural colour of the wool. Coloured cloth was used for clothing worn on special occasions. The **dyes** used to colour the cloth came from such things as tree bark, flowers, and nut shells. People who lived on farms dyed their cloth at home. In cities there were dye shops. The woven woolen cloth was taken to the dye shops, where it was dipped into vats of dye.

Boots and sandals were made from the hides of cattle, sheep, and goats. The leather was **tanned** and some of it was dyed red, blue, or yellow. There were tanneries in some Greek cities. Tanning leather was not a highly respected occupation because the tannery smelled very bad, and because the tanners had to handle dead animals. Usually the people went barefoot at home. Sandals were worn for travel and work.

The type of clothing the ancient Greeks wore tells us they were physically active. They appreciated things that were simple and useful. Archaeologists have found gold and silver jewelry that the Greeks sometimes wore for decoration.

Turn to the text and read pages 31 and 32 for more information about clothing.

1. How was the Greek style of clothing useful for their particular climate? Include footwear in your discussion.

2. What is the difference between a **chiton** and a **himation**?

3. Greek clothing had no **pockets**. How did they carry money and other small items?

4. The clothing of the ancient Greeks gave them protection and also showed their **social status**. Describe an example of social status in Greek clothing.

EXERCISE 4: Shelter

When the Greeks were herders and wanderers, they had to live in simple huts or tents, which were often circular in shape. They were made by leaning saplings (young, slender forest trees) against a post that they had driven into the ground at the centre. It would be similar to the tipi posts that Native people used. Often the roof and the side would be covered with **thatch**, which is thickly-packed leaves or straw. Later the Greeks constructed more permanent homes.

Greeks did not pay too much attention to the beauty of their homes. Because the climate was pleasant, they were able to spend most of their time outdoors.

The Greeks built magnificent public buildings. They used features like pillars to increase the beauty of these buildings. They also added many sculptures. A temple was the house of a god the Greeks worshipped, so they wanted it to be the finest place possible. Beautiful marble stone was used. Greeks built other splendid buildings around their market places. They constructed meeting halls, stadiums, and gymnasiums.

Around the beautiful public buildings were the houses of the ordinary citizens. The houses were often two stories high. The main material used to build the houses was **adobe**, which was sun-dried brick. First, the floor was prepared by laying smooth stones into wet concrete. Then the walls were constructed by stacking clay bricks. The roofs were slanted and made of slate or clay so the water would run off when it rained. There was only one entrance door on the street. It had a strong lock on it for safety. Some people lived in multi-family homes like apartments.

Probably one of the most charming parts of the Greek home was the open-air **courtyard**, which was the central part of each home. Do you have a patio area or a garden with picnic table that you use for outdoor meals in the summertime? The Greek courtyard would be very similar.

Turn to the text and read pages 33 and 34 for more information about homes in ancient Greece.

1. Why were many ancient Greek homes destroyed over time?

2. The Greek temples and public buildings were built with more care and with more valuable materials than the homes of the Greek families. Would you be in favour of that idea or against it? Give reasons why.

EXERCISE 5: Transportation

It is very clear that food, clothing, and shelter are basic needs. But, what about **transportation**? Can we really live without it? If the answer is "no", then transportation qualifies as a basic need. Supplies necessary to help people survive depend on transportation. Some families, communities, and countries are not self-sufficient, so transportation is required to provide basic goods.

Most Greeks travelled on foot. The roads in the rough, hilly country of Greece were little more than wagon tracks. Roads were needed for the wheeled carts. It was difficult to build good roads on rocky land. Many of the roads were narrow and roughly paved, especially over the steep mountain passes. Unless the roads were important for trade, the city-states did not usually cooperate with each other to construct the roads. The ancient Greeks realized that roads could be useful, but they could also be useful for invaders.

People used sacks, shoulder bags, and sometimes baskets on their heads to carry things. They tamed some animals to help with transportation. Horses were expensive to raise and they required a lot of grain for feed. Therefore, heavy loads were carried in carts pulled by strong but slow oxen.

Because Greece is surrounded by seas, water transportation soon became very important. It was easier to sail around the coasts than to travel overland across the mountainous terrain. The large **merchant ships** were built sturdy and round so that they could carry large cargoes. Many of the ships had two or three sails so that they could make use of wind power. Greek ships transported important cargo like grain, oil, leather hides, dried fish, lumber, almonds, wine, and blocks of stone for monuments. See the drawing of a cargo ship on textbook page 78.

Turn to the text and read **How Did People in Ancient Greece Travel?** on pages 75-77. Then answer the questions on the next page.

1. Why was **land** transportation in Greece so difficult?

2. Why was **sea** travel important in Greece?

3. List **FOUR** reasons why the Greeks needed to travel. You do not have to answer in complete sentences.

4. Travel by **ship** was safe. Do you agree with that statement? Give reasons for your answer.



CHECK YOUR EXERCISE 5 ANSWERS AT THE END OF THIS LESSON

EXERCISE 6: Trade and Money

We have learned that the ancient Greek communities were separated by the mountains of Greece. The city-states tried to be as self-sufficient as possible, but could not produce everything they needed or wanted. Travel brought them into **contact** with others, both inside and outside Greece, who could supply other goods. The **exchange** of goods, or **trading**, became an important activity in ancient Greece, as it has in all civilizations.

Turn to the text, pages 77 to 80, and read about trading in ancient Greece.

1. a. What things did the ancient Greeks **export** for trade?

- b. What things did the Greeks **import**?

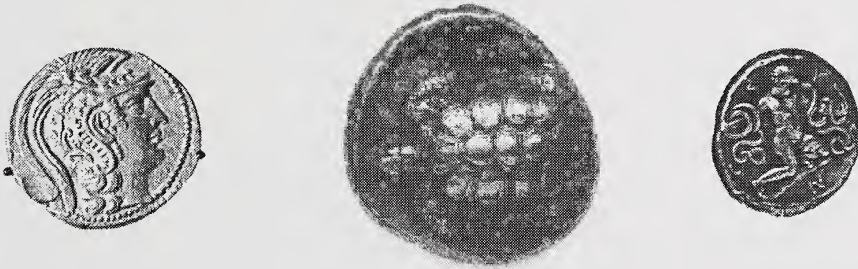
2. a. Explain the **barter** system in your own words.

b. Why is something more than barter needed for trading?

c. How is **money** related to trading?

3. Would you prefer to use the **barter** system or the **money** system when trading? Why?

4. Why were **coins** imprinted with special symbols?



Examples of ancient Greek coins

5. Pretend you have to design a coin that your family or community will use when buying trade items. Use the space below to draw and explain your design. Tell what your coin is made of, where it is from, and how much it is worth. Use other paper for any rough work you do.

EXERCISE 7: Review

In this lesson we spent some time talking about the **physical needs** of the ancient Greeks. To satisfy physical needs, a group of people must make the most of the things that are available in their environment. The ancient Greeks had the same basic needs that we have today. But the ways they satisfied their needs were sometimes very different from ours.

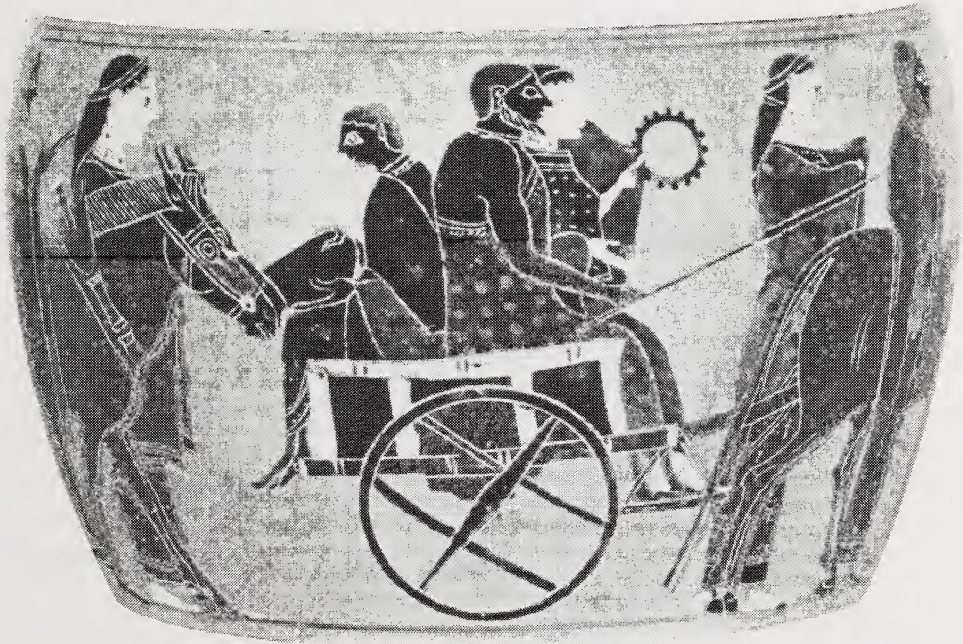
In Exercise 1 we discovered that **physical features, climate, and resources** have an effect on the way people satisfy their needs. Greece is mountainous, with a few valleys containing patches of fertile soil. There are few inland rivers. Many people settled on the sea coast where the land was more flat. Greece has a Mediterranean climate. Summers are hot and dry in the valleys, while the mountains are rainy and cooler. Resources include minerals like gold, silver, bronze, iron, and clay soil, which was used for building houses as well as making pots and other household containers.

Food was the topic in Exercise 2. The Greeks grew small amounts of grain. They kept sheep, goats, geese, and pigs. Since many lived near coastal areas, they had fish to eat. Grapes and olives were the best crops for Greece. Vegetable gardens also provided food. The Greeks used various methods to preserve their foods and keep them from spoiling in the warm climate. We also learned a bit about the eating habits of the Greek family.

Clothing (Exercise 3) is another basic physical need. The clothing of the ancient Greeks was made of wool or flax. The cloth was either dyed or left in its natural colour. The style of the garments was simple and didn't change over the years. The clothing of the ancient Greeks was practical and allowed them to be physically active.

In Exercise 4 we studied the Greek **home**. The homes were made of clay bricks with slanted roofs so the rain would not damage the walls. The centre of the home was the open-air courtyard. The men ate in a dining room. Cooking rooms and a bathroom were at the back of the house (so waste materials could be drained away). Sleeping rooms were often on the second floor. More effort was put into the construction of public buildings than the homes of private citizens.

In Exercise 5 we learned about **transportation** in ancient Greece. It was difficult to build good roads in the rugged mountains, so many people travelled on foot. They sometimes used simple carts to move heavy loads. Transportation by ship was very popular because Greece is a peninsula. Merchant ships could carry large, heavy cargoes.



This painting from a Greek bowl shows a cart used for transportation.

In Exercise 6 we looked at the **trading** system of ancient Greece. The Greeks were able to trade their own surplus products for many items that could not be grown or produced in Greece. In that way, the citizens of Greece were able to enjoy a much better life. Sometimes the people traded by barter; sometimes they used coins to buy goods and services.

From our studies in Lesson 9 we have a picture of the ancient Greeks as hard-working people who made good use of available resources to meet their needs.

1. Give ONE example of how each of the following things affected the way that ancient Greeks met their **physical needs**.

a. climate: _____

b. physical features: _____

c. resources: _____

2. a. Why did the ancient Greeks use **sea** transportation so much?

b. Sea transportation was helpful in satisfying some of the basic needs of **food** and **clothing**. Give ONE example for each.

3. For this question you may answer **either Question A or Question B.**

Question A

Have you ever visited a **farmer's market** or **flea market**? Look at the picture on page 78. How is this scene similar to a farmer's market or flea market?

Question B

You now have information about how the Greeks provided food, clothing, shelter, and transportation. The Greeks did many things right, but there is always room for improvement. Think of **ONE** of the basic needs and suggest a change that you think would make things better.

EXERCISE 8: A Hands-On Project (Optional)

A. A Greek Pitcher or Vase

Now that you have a little bit of the flavour of ancient Greece, you may want to use some simple materials around your home to make a beautiful Greek pitcher or vase.

NOTE: MAKING A PITCHER OR VASE IS OPTIONAL.

Materials: a two-litre plastic milk container (for a pitcher)
a plastic dish soap container (for a vase)
many strips of newsprint about 3 centimetres wide
strips of paper towels or heavy newsprint
wallpaper paste
water
white paint
red, yellow, purple, or gold paint for the background
black paint for the design

Procedure: Add water to the wallpaper paste and mix it well to make sure there are no lumps. The paste should be like thick cream. Coat the strips of newsprint with the paste, one at a time. You may want to brush it on. Wrap the newsprint around the container, and prepare the next strip for application. Cover the container completely with overlapping strips. That's just the beginning! Give your container **two more** layers of newsprint strips with glue. Let it dry for one day so it doesn't become moldy. If you have a heavier newsprint, prepare it in strips for a final coat. You may also use strips of paper towels if you like.

Once again, let the container dry. You may want to paint over the container with white paint to give it more of a finishing touch.

Now we come to the fun part of the project. Choose one of the suggested colours—red, yellow, purple or gold, and give your container one or even two coats of paint.

Look at some of the pictures in your textbook (pages 52-53) and in other books on Greece to find some good Greek designs. Also check *The Art Book* for ideas. Practice your design on paper first so you don't make mistakes on your vase and end up disappointed. You may want to take the extra precaution of sketching your design on your vase in pencil first. It is very difficult to change mistakes on the vase once they have been done in black paint.

Now paint your design on the vase.

Show it to your friends and family. You should be proud!



Materials for making a vase

An example of a pitcher
made by a grade six student



B. Recipe for Greek Vegetable Salad

The ancient Greeks ate many interesting foods. One of their salads is very delicious and easy to make. You may like to give it a try.

NOTE: MAKING A SALAD IS OPTIONAL.

Ingredients:

- 6 tomatoes, chopped into pieces
- 2 cucumbers, sliced
- 1 red onion, sliced
- 1 stalk of celery, chopped into small pieces
- $\frac{3}{4}$ cup of olive oil
- $\frac{1}{4}$ cup of lemon juice (from a real lemon if possible)
- a little salt and pepper for flavour
- 1 tablespoon of oregano
- $\frac{2}{3}$ pound of feta cheese
- 1 $\frac{1}{4}$ cup of black olives

Procedure:

Chop and slice the vegetables.

Mix the oil, lemon juice, salt, pepper, and oregano.

Pour this mixture over the sliced vegetables.

Crumble the cheese, then sprinkle the cheese over the salad.

Add the olives as a topping.

You and your family may have a chance to enjoy this tasty Greek salad.

GLOSSARY

adaptable	being able to adjust to a particular situation
adobe	sun-dried brick
self-sufficient	being independent; supplying your own needs
urn	large pottery jar
winnow	separating waste material from the grain by fanning it

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

1.
 - a. physical features, climate, resources
 - b. This is student choice. Be sure the response shows awareness of the relationship between the factor and physical needs.
2. As the weather changes through the seasons, different fruits and vegetables are available, at least for those grown outdoors. So, climate causes the changes.
3.
 - a. Clay was used to make brick for building houses (shelter), and for making pottery.
 - b. Limestone soaks up a lot of water, and it is not suitable for growing most crops.
 - c. Light clothing is needed for comfort, or house design has to be adapted for the heat, or certain animals or food crops do well in a hot, dry climate.

EXERCISE 5

1. The land was mountainous, and difficult to build roads on. Winter conditions were difficult.
2. Greece is a peninsula with much ocean coastline, and has many islands as well. Most communities were close to the sea, so it was natural and convenient to transport goods on the water.
3.
 - curiosity
 - desire to trade
 - taking part in wars
 - to establish colonies
4. There is a choice here, but the logical choice is to disagree. There was no navigation equipment, and ships got lost easily. If they followed the shore closely, they could wreck on rocks. There were also many pirates in the Mediterranean area.

LESSON RECORD FORM

0603 Social Studies

Unit 2

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing or incorrect)

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Signature

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LESSON 10 : SOCIAL NEEDS

In Lesson 9, we found that all people have the same physical needs. This is true no matter where or when a human being lives. But **social** needs are a different story. The needs of communities and groups of people working together might be quite different. Once again, we must be reminded that we are studying people who lived in a distant country many centuries ago. Social needs do not remain as steady and unchanging as physical needs do. Looking at the many types of social needs of the ancient Greeks will be an adventure!

Each town and city in Alberta has its own special landmarks, but the beliefs and behaviors of the people are fairly similar. But ancient Greece was quite different. The Greek city-states, because they developed separately, could be very different from each other in beliefs and methods. This is shown by the differences between Athens and Sparta, as we will see later.

EXERCISE 1: Family Roles

It is normal for every human being to begin life in a **family** setting. The family nourishes and protects us in our early years until we are young adults able to take care of ourselves. The family gives us food, shelter, clothing, love, and learning experiences.

Did ancient Greek families ignore any of these needs? Which needs did they consider most important? Did they emphasize some family needs that we don't consider important today? Were the **roles** (responsibilities and activities) of family members different from ours today?

What is a **sexist** society?

Turn to the text and read the top of page 39.

1. What is a **sexist society**?

Think about the words "sexist society" as we continue to study some of the duties and activities of people in ancient Greece. Not only will we be comparing the roles of men, women, and children, but we will also look at some of the differences between the lives of citizens in Athens and Sparta.

Read the text pages 37, 38, and 39 (left-hand side).

Already we can see that Athenian society was organized for men. Families were centred around the men even though they spent much less time at home than the women. The father provided for his family and made almost all of the decisions. Men spent a great deal of time in the market place, meeting with friends. The **gymnasium** was another favorite spot to share ideas. In Lesson 9 you learned about the **symposium**, which was a dinner party for men only.

Read the last half of page 39, page 40, and page 41 (left-hand side).

2. Describe the differences in work and activities between **wealthy** and **middle class** men in Athens.

Many men in Athens and Sparta had to work hard, but they also enjoyed a certain amount of freedom. You saw that life was different for the men in each city. The lives of the women in Athens and Sparta were quite different, too.

In Athens, women were allowed much less freedom than men. If a woman and her family were quite poor, she worked selling crafts and farm products in the market. In Greek law, women were treated the same way as children who had to be cared for and protected by the father. Women could not own their own businesses, sign contracts, or borrow any money. In some cases, if a husband died, he could leave his wife to someone else in his will.

In Sparta, since the men were involved in military life, the women ran the farms and ruled the households. Spartan women likely had more work than Athenian women but they also had more power.

In the text, read the last half of page 41, and pages 42 and 44, to learn the roles of women.

3. Compare the **roles of women** in Athens and Sparta. How were they alike and different?

Growing up must have been more pleasant in Athens than it was in Sparta. In Athens, boys and girls spent their first six years at home. There they were watched over by their mother and a nurse who was probably a slave. The children were told myths and legends about the gods, just like children today are told fairy tales. They could play with toys. Babies were given rattles. Older children had tiny chariots, toy soldiers, horses on wheels, toy dishes, and dolls with moveable limbs. They had balls, hoops, swings, marbles, and kites.

At six years of age, the boys and girls were separated. The girls stayed home and learned household skills from their mothers until they married. Girls were rarely taught to read and write. Since they would never be citizens of Athens, it was not necessary for young girls to have a formal education.

The education given to boys depended on the wealth and social position of their fathers. If a man was poor, he taught his sons to do the kind of work he did. The son of a rich man started his formal schooling when he was six years old and continued to study until he was eighteen.

Read the text page 45 for information about the lives of the children.

In summary, children enjoyed a warm and loving family life in Athens. Important skills were thinking and communicating with other people. In Sparta, young boys were raised in military barracks. Children were encouraged to be self-sufficient and tough, and to get by with just the basic requirements in life.

4. If you were a child living in ancient Greece, would you like to be a boy or a girl? Why?

2. Name one **modern** occupation that would be difficult for a visitor from ancient Greece to understand. Explain why you chose this occupation.

EXERCISE 3: Slavery

We have talked about higher and lower **classes** of people in Greece. But there is another class of people who were very important to ancient Greek society—the **slaves**. Slavery is an interesting topic because it is difficult to imagine what it would be like to own slaves, or to be a slave to someone else.

Slavery existed in Greece for a long time. Slaves had no rights and no freedom. They could not vote or hold public office. They were the lowest class in society. In fact, slaves were not treated as people. They were sold as property in the market place in the same way that farmers sell their livestock.

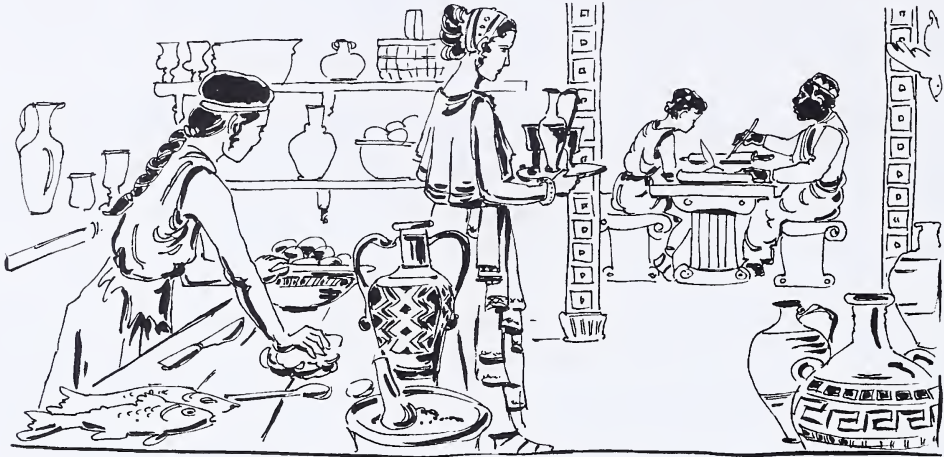
What dreadful situation would cause a person to become a slave? Some were **prisoners of war**. When Greece was at war with another country and won the battle, citizens of the losing country would become slaves. Another reason people were forced into slavery was that they were too poor to pay their debts.

How many slaves were there in the city-state of Athens? During the Classical Period of history, it is estimated that there were about 80 000 citizens who had full rights in the society. There were about 120 000 slaves who had no rights and had to do tasks assigned to them by other people.

You might be surprised that slaves had a wide variety of jobs and that they were treated quite differently in each situation. They were grouped into many different categories. You might also be surprised about the high cost of slavery.

Read the text pages 58-61 for more information about slavery.

Some of the people who became slaves in ancient Greece were well educated and were given the task of teaching the children to read and write. Slaves who worked in the homes were often treated as family members.



Many Greek slaves worked in households as servants and teachers.

Thousands of slaves were owned by the government. Athens had a police force of 300 slaves. Their duty was to keep law and order in public places. Slaves also built roads and public buildings.

Occasionally slaves were able to collect enough money to buy their freedom. Then they were called **free men**, and could plan their own lives.

Slavery was very wrong because it took away the rights and freedoms of human beings. Slavery made it possible for the upper class Greek citizens to concentrate on cultural affairs which were more interesting than manual labour.

Slavery in Athens was bad. But slavery in Sparta was even worse! In fact, slavery in Sparta is the key to Sparta's harsh, strict way of living. The people of Sparta depended on the slaves who worked the land to provide them with food. In 640 BC the slaves became tired of the harsh and unfair treatment. They started a great rebellion that lasted for twenty years. The citizens of Sparta were afraid of what might happen if they lost control over the slaves. The Spartans decided to train a powerful army that would be ready at all times so that the slaves could never overpower their masters. That meant that Sparta would always emphasize strict military training for all men and boys.

1. In Athens, **slavery** was useful to the citizens and their families. Explain how this was true.

2. Explain how the role of slaves was different in Sparta and Athens.

3. Two men meet in the market place in ancient Athens. They have completed their shopping, and since it is a pleasant afternoon, they visit and debate ideas they find interesting. **Hermes** has five slaves at home and twelve that work in his factory. He realizes how helpful they are and how much he would miss them. **Alexander** has four household slaves. His favourite slave, Theo, taught him to read. Recently he went to the mines on business, and noticed how hard the slaves worked and how much they were abused. Lately, he has begun to question whether slavery is really right. You join the conversation by giving Alexander's point of view.

Hermes: This week my factory slaves were very productive, and after working extra hours they completed the project that will bring me many rewards. What would we do without our slaves, Alexander?

Alexander: _____

Hermes: Businesses would go bankrupt, our productive mines would close down, and my wife would be cranky, if we didn't have our slaves. It costs too much money to pay them. If we gave them freedom, we couldn't control them. Then we would need to send our sons for harsh military training like Sparta, instead of allowing them to go to the Science Academy. Where do you get this crazy idea about freeing the slaves?

Alexander: _____

EXERCISE 4: Education and Language

Perhaps you think **education** is a social need because students usually come together in groups to study a variety of subjects. However, it is much more than that. Knowledge is a very important factor in helping communities to grow. People can develop their skills and talents because of a good system of education. That is what makes education an important social need. The entire community benefits when citizens are well educated.

If you had the opportunity to choose what subjects you would like to study in school, what choices would you make? In Athens, girls learned weaving and household skills. Reading, writing, music, and gymnastics were the basic subjects for boys. Those subjects were necessary so that boys would be good citizens, physically strong, and enjoyable company. When boys got older, they attended public meetings with their fathers so that they would know first-hand how government worked. The Athenians believed that listening to the conversations of wise men was a better form of learning than reading books.

Turn to the text and read pages 63, 66, 67 (top), and 70 for information about education in ancient Athens.

1. A few things about education in Athens are similar to our school system. Of course, many things are different. Explain **THREE** differences between Athenian education and your education. Think about subjects, teachers, who may attend classes, and the learning resources that the school has.

Spartan boys had a different education. When a young boy was seven years old he was taken from his home and put into a junior military school. Instead of taking academic subjects, his education emphasized training in sports and physical skills so that he could be a good soldier. As you read this section on education in Sparta , ask yourself, "Would I like to be a student in that situation?"

Turn to the text and read page 71 and the top part of page 72.

2. Think about what school is like here in Alberta. You also learned about the system of schooling for boys in Athens and Sparta. Comparing schools in Alberta, Athens, and Sparta, which two schools are most alike? Why?

3. Was the Spartan education system useful for the people of Sparta? Why?

Read **What was the Greek language like?** on the text pages 72-73.

In their early history, the Greeks did not have a form of written language. We learned before that the Greeks made sea voyages for the purpose of trading. During their travels, they contacted a group of people known as the **Phoenicians**, who had an alphabet with signs for consonants but not vowels. The Greeks copied their language, but added vowels to it, and thus they had a written language. Our alphabet today has similarities to the Greek alphabet, as you can see by the chart in your text on page 73. The Greeks wrote words and sentences from the left side of the page to the right side like we do today.

We learned earlier that **Homer** was a great poet in ancient Greece. People used to memorize his poems and then recite them to others who remembered them and passed them on to other people in the same way.

- 4. Before they had a **written** language, the Greeks would have passed along their history and knowledge in the same way as the early North American Native peoples you studied in grades 4 and 5. Explain how these ways were the same.

- 5. Make up a very short sentence using the **Greek alphabet** on page 73. Send it for your marking teacher to read and try to figure out. (Use different paper for rough work.)

EXERCISE 5: Government and Politics

Government is an important social need. Social needs refer to needs that help people live together. Without a government to make useful rules, there is no harmony among people, and human communities would be full of conflict.

The people of Greece liked to express themselves. Since their populations were small, they felt that each citizen could give an opinion about the way the state was ruled. The Greeks were not like other civilizations who were willing to do as they were told by their kings and priests. The Greeks tried different ways of governing their city-states, as shown below.

Here are some of the ways they tried.



Sometimes the state was ruled by a king. The government was a **monarchy**.



Sometimes they had an **oligarchy**, or rule by a few powerful people. These people might be military or religious leaders.



Some states tried having aristocrats (upper class people) as rulers. This was rule by the **aristocracy**, or rule by the wealthy nobles.



Other states had a **democracy**, which was government decided by the people.

Turn to the text and read pages 82, 83, and 84 for some history of government in ancient Greece.

1. What was the difference between a **king** and a **tyrant**?

2. a. What is a **principle**?

b. Imagine that you form a **club** or organization which has a **constitution**. Tell what kind of club it is, and give **TWO** examples of **principles** you would have in your constitution.

We have mentioned many times that Sparta and Athens were quite different city-states. This is true about their governments as well.

Turn to the text and read pages 85-88 to find out how Athens and Sparta were governed.

3. a. Women could attend the **Assembly** of Athens. True or false?

b. Give reasons for your answer.

4. Think back to your studies on Native government in Lesson 5. On textbook page 83 we learn that the ancient Greek leaders had to govern honourably, by **mutual consent**. Are there any similarities between the ways Native and Greek leaders made decisions? Explain your answer.

5. a. Explain any advantages or disadvantages you can think of for the practise of **ostracism**.

- b. If you were **ostracized** from your community, how would you feel and what would you do?

EXERCISE 6: Government in Canada and Ancient Greece

When we were studying Topic A, we learned a great deal about government in Canada. When we began Topic B about ancient Greece, we learned that one of the most valuable contributions passed down from the early Greeks was the system of democracy. What would our lives be like today if our government was controlled by a tyrant, or an oligarchy, or the aristocracy? Democracy, or the authority of the people, is indeed priceless.

Canadian and Greek Governments: Similarities

The most important point of similarity between Greek and Canadian governments is the strong belief in **democracy**. For people living many hundreds of years ago, this idea was a big step forward.

The citizens of both Canada and Greece are, and were, expected to take an interest in government. If ordinary citizens do not support the democratic process, a small group of people can take power. It takes money to provide government services in both Canada and ancient Greece, so people must pay taxes to support these services. Citizens are expected to be up to date on issues, and to vote and attend meetings.

Canadian and Greek Governments: Differences

Of course democracy changed a great deal over the years. Many things that worked reasonably well in ancient Greece would not work in Canada for a number of reasons. The physical sizes of the countries and their populations are the reasons behind the differences.

Greece had a fairly small population. Because a great deal of Greece is mountainous, the city-states were isolated and governed themselves in an independent manner. On the other hand, Canada is a very large country, with a much larger population than ancient Greece. Our history shows that citizens and political leaders have worked very hard since 1867 to build a strong, united country stretching from the Atlantic to the Pacific Ocean. The differences in both population and area between Greece and Canada led to many differences in the way democracy was used.

Greece practised **direct democracy**. In this system, all citizens could attend Assembly meetings and vote on the ideas put forward. You learned in Topic A that Canadians elect people to represent them. These **elected representatives** attend sessions of government and vote on behalf of the people in their constituencies. So Canada has a **representative democracy**. The ancient Greeks were more involved in the everyday operation of their government. They were strongly committed to the idea of being a good citizen and serving in any useful way. Canadians are also interested in good government, of course, but few of us have a direct role in government. Canadians put a lot of faith in their elected representatives to work on their behalf.



Athenian citizens sometimes attended Assembly meetings and voted on government issues.

There was a very strong **class structure** in ancient Greece. The rich people, the middle class people who were merchants and artisans, and the poor people were all treated differently, and each group had different opportunities. The rich and middle class citizens found it much easier to take part in government because they had many slaves to do their day-to-day tasks. Canada has rich, middle, and poor classes of people as well, but according to our laws, everyone is to be treated equally and fairly.

In Greece, only free men were considered citizens. Many people were excluded from government affairs because they were women, slaves, or lower class workers. Canada grants citizenship with all of its rights to a much larger number of people than ancient Greece did.

The **law system** in ancient Greece was quite different than it is in Canada. An accused person stated his case in a simple, direct way. There were no lawyers. A large jury of 200 to 500 citizens voted on his guilt or innocence. Canada's system of law is quite complex in comparison. We have lawyers, judges, clerks, court reporters (who write down everything that is said), and we have carefully selected juries.

It is very difficult and not really fair to say one system is better than the other when we are comparing government in present-day Canada and ancient Greece. Government in ancient Greece worked pretty well for them in their country many hundreds of years ago. The government system we now have in Canada works pretty well for us. Ancient Greece helped to develop the idea of democratic government, and for that reason we should be grateful to them.

1. In our court system today, who would be considered an **orator**? (Hint: check page 87 of your text, yellow box.)

2. In ancient Greece, **slaves** were not considered citizens. Nevertheless, how did slaves contribute to democracy?

3. Explain ONE advantage of **direct democracy**.

4. Would Canada's **representative democracy** be considered a true democracy by an ancient Athenian? Give reasons for your answer.



CHECK YOUR EXERCISE 6 ANSWERS AT THE END OF THIS LESSON

EXERCISE 7: Defence

It may seem strange that defence and war are part of our social needs. Remember that social needs involve the way people work and play together as community members to help the community grow and develop. Social needs also involve the way community members work together to **protect** their way of life and help it to survive.

Another strange thing is that wars fought by the ancient Greeks were not always battles with foreigners. The Greek city-states also fought among themselves for a variety of reasons.

Turn to the map on page 92 of your text and locate **Persia**. The Persians and the Greeks lived across the Aegean Sea from each other. Check your atlas on page 93 to find out the present day name of the country that used to be called Persia. Greece fought many battles with Persia.

Read text pages 90 to 95 (to the end of **Athenian Ships**) to learn more about the Persian Wars.

1. How did the Persian Wars increase Greek **nationalism**?

2. What agreement did the Greek city-states have with Athens in the **Delian League**?

Because the Greeks had good military training, they were excellent soldiers. We know that the Greeks fought the Persians because they were outside invaders threatening the Greek homeland. But the Greek city-states also fought each other. Whenever there is a war *within* a country, we call that kind of war a **civil war**.

Turn to the text pages 95 to 98 to learn more about the military and the Greek civil wars.

3. Give ONE example each for **physical** and **social needs**, showing how they are affected by war.

4. Explain how the **Peloponnesian War** led to disaster for the Greek city-states.

5. Construct a **timeline** which shows the main **events** and **dates** of the Persian Wars. See the box on the left side of page 94 for information.

EXERCISE 8: Review

Our task in Lesson 10 was to study many of the social needs of the ancient Greeks, to see what we have in common and how we are different.

In Exercise 1 we began with **family roles**. We found that Greece was a **sexist society** where men and women had very different **roles** in society. In Athens fathers spent a lot of time working outside the home and meeting friends in the agora. In Sparta men were involved in military activities. In Athens women had a very protected life in the home, with slaves to help them. Spartan women were expected to do more chores, but they had more freedom. We learned a little about marriages in ancient Greece. In Athens the boys and girls were separated when they were six years old. Boys began their schooling and girls stayed home to learn household tasks. In Sparta boys were given military training at an early age. Girls were also given some physical training and much more freedom to work outside the home.

In Exercise 2 you researched one of the **occupations** mentioned in Chapter 7 of your text. The occupations of several groups were described—farmers, artisans (craftsmen), potters, sculptors, fishermen, doctors, barbers, and carpenters.



This vase painting shows activity in a shoemaker's shop.

In Exercise 3 we had a chance to study **slavery**. We learned about the kinds of tasks slaves performed. There were household slaves, and those who worked on farms, in factories, in mines, and as policemen and public servants.

In Exercise 4 you learned about **education** in ancient Greece. In Athens education for boys included reading, writing, music, and physical education. Girls learned weaving and household tasks. Some of the outstanding teachers and philosophers in ancient Greece were Pythagoras, Socrates, Plato, and Aristotle. The Greeks developed a written form of language with an alphabet.

In Exercise 5 you studied **government** in ancient Greece. The Athenians passed on the idea of **democracy**. The Greeks believed that as many citizens as possible should be involved in government. The city-states developed principles and rules about how the government should operate. In Athens, a big **Assembly** was made up of all men who were citizens. They made important decisions about financial matters and security for the city. A **Council of Five Hundred** (the Boule) prepared items for the Assembly to discuss. The Boule also supervised public officials who worked for the city. The **Council of Aeropagus** (archons) were in charge of the law and courts of Athens. They set up juries of 200 to 500 men to hear the cases of people who had been accused of various crimes. Sometimes dangerous citizens could be **ostracized**, or sent out of the city, for a period of ten years. For many years Sparta was governed by two kings so that each one could check up on the other's behavior.

In Exercise 6 you compared government in ancient Greece with government in Canada today. Both are considered democracies. Greece was a **direct democracy**, in which citizens themselves could vote on important issues. Canada has a **representative** form of democracy, in which elected representatives vote on our behalf in Parliament.

In Exercise 7 you studied **defence** as a social need. The Greeks fought the **Persian Wars** with outside invaders from across the Aegean Sea. Athens received money from the Delian League alliance to provide protection for other Greece city-states. The Greeks city-states also had **civil wars** among themselves. Athens and Sparta fought in the **Peloponnesian War**. The civil wars weakened Greece and led to takeover by the Macedonians.

1. Would you rather live with an ancient Greek family in **Athens** or in **Sparta**?
Give reasons for your answer.

2. Why was it important to be a **citizen** in ancient Greece?

3. Matching Exercise

You learned many new words as you studied social needs in Greece. Put the letter of the definition beside its matching term in the space beside the number.

- | | |
|-------------------------|---|
| ___ 1. Assembly | a. the public market place |
| ___ 2. perioeci | b. a class of free men in Sparta |
| ___ 3. beta | c. a special task for Athenian women |
| ___ 4. Helot | d. where young men lived in Sparta |
| ___ 5. gymnasium | e. Greek battle formation |
| ___ 6. marathon | f. the second letter of the Greek alphabet |
| ___ 7. agora | g. a Spartan slave |
| ___ 8. weaving | h. a gathering of Athenian citizens for political discussion |
| ___ 9. phalanx | i. a race named after a hero in one of the battles against Persia |
| ___ 10. barracks | j. where Athenian school boys exercised |

4. Were **all** Athenians given the same opportunities to satisfy their social needs? Give an example to support your answer.

5. In Athens young girls often married when they were 15 years old. Their husbands were about 30 years old. How might these facts help explain the fact that young women were not liberated and were quite sheltered in the home? (Picture a 15 year old person and a 30 year old person being together. Which one would likely make most of the decisions?)

6. Both ancient Greece and Canada have **democracies**. Could Canada use the kind of democracy used in ancient Greece? Give reasons for your answer.

GLOSSARY

civil war	a battle or conflict between people of the same country
direct democracy	a form of democracy in which citizens vote on issues for themselves
dowry	money or possessions a father would give his daughter when she married
free men	a class of Spartan workers who had no political rights
obsolete	something that is no longer being used
representative democracy	a form of democracy in which representatives are elected by the people to vote on their behalf

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

1. A sexist society is one in which roles are assigned because of gender (male-female).
2. Wealthy men did not work with their hands. They spent much of their time at meetings, trials, and discussions. Middle class men worked long hours as artisans and farmers, and did not have much time for recreation.
3. Athenian women seldom worked outside the home, unlike Spartan women, who had more economic power and made more decisions, because the men usually did not live at home. Both women managed their households, but had no political rights.
4. This is student choice and response. The reasons should relate to the freedoms, disciplines, and educational opportunities available to boys and girls. Differences between city-states might also be taken into account.

EXERCISE 3

1. Most of the manual labour in Greece was done by slaves, both in households and public projects. Greek citizens got free labour for their businesses and homes, and this allowed them to spend their time at meetings and develop their culture and political system.
2. Slaves in Athens were usually prisoners of war who worked at many kinds of jobs. Spartan slaves were usually farmers who produced food for the state. Spartan slaves could marry other slaves, own personal property, and could not be sold. Athenian slaves were bought and sold, and could not own property. Spartan slaves were often hunted and killed by Spartan citizens.
3. This is student response. Alexander would probably discuss the working conditions and abuse of the slaves, which ruined their health. He might also question the idea of a democratic society holding people as slaves.

EXERCISE 6

1. An orator today would be a lawyer.
2. Slaves did most of the labour in Greece, and this allowed the citizens to spend more time developing new kinds of political systems, such as democracy.
3. Direct democracy allowed a wider range of opinion to be expressed. This could lead to better solutions. It also made interested citizens feel more involved in the system, and more loyal to the state.
4. An ancient Athenian citizen would probably not think that Canada's system was very democratic, because not all citizens have the chance to participate directly in debate and voting. Only a few representatives in Parliament vote on government issues.

LESSON RECORD FORM

0603 Social Studies

Unit 2

Revised 96/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

A - Very Satisfactory

B - Satisfactory

C - Needs Attention

D - Unsatisfactory

Signature

Apply Lesson Label Here

_____	_____	_____	_____	_____	_____
Name	Address	Postal Code			

Please verify that preprinted label is for correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned – it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

Take your lesson to the Post Office and have it weighed. Attach sufficient postage to the front of the envelope, and seal the envelope.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

LESSON 11: PSYCHOLOGICAL NEEDS

Human beings have three kinds of needs—physical, social, and psychological. We discovered that the ancient Greeks had the same basic needs we do today – surviving and keeping their bodies healthy. We explored social needs and found that once again the ancient Greeks had many things in common with people today. Now we must consider **psychological** needs, or needs of the mind. Since the way of life of the ancient Greeks was so different from our own, we might expect to find major differences in psychological needs.

EXERCISE 1: Beginning the Search

Why does the world exist? Why is there life on Earth? How should we organize our knowledge? Today we think about these questions from time to time. The ancient Greeks thought about these questions as well. People want to know things about their world. People form beliefs based on their understandings of how things are. People want to enjoy life and make the most of the time they are given. All of these things are connected to psychological needs, or needs of the mind.

Psychological needs involve personal choices for everyone. Psychological needs involve such decisions as what we believe about life and death, what we want to learn, what books we enjoy reading, and what we do in our spare time. Speaking of time, what sense of time would we find in ancient Greek society?

Turn to the text and read **A Different Sense of Time** on page 109.

1. a. Given a choice between our fast moving way of life and the slow pace of life in ancient Greece, which would you choose?
-

- b. Give a reason for your choice.

Besides learning about a sense of time, we learn many other lessons in life about how to behave properly and treat our fellow human beings in a helpful, respectful manner. The Athenians liked to learn new ideas through stories. They had many myths, fables, and legends. Usually Greek gods were involved in the stories. (Religion will be studied in Exercise 2.)

Zeus was a Greek god who was the ruler of all the gods. Hermes was the son of Zeus and a messenger of the gods. With that information in mind, let's enjoy the following Greek legend.

A Visit from Strangers

Once upon a time Zeus and Hermes came down from their home at Mount Olympus in human form. They traveled from place to place but nobody recognized them. As they traveled they asked for food and shelter. They asked at the homes of the rich people and at the homes of the poor. They were turned away with harsh words and empty hands wherever they went.

Finally they came to a tiny one-room cottage on a small plot of rocky land. A few goats, two pigs, a small flock of chickens, and two geese wandered about on the hillside. In the cottage they found a little old couple called Philemon and Baucis.

Although Baucis and Philemon had little to offer, they invited the strangers into their small cottage. Baucis pulled forward the couch made of willow branches and shook up the straw-stuffed cushions to make it as comfortable as possible for her guests. Then she put water on the fire to heat while she prepared home-cured bacon and the cabbage that Philemon brought from the garden.

Baucis set out her very best food. She prepared fresh onions and radishes from her garden, ripe olives, and eggs baked in the ashes of the fire. In the big earthenware bowl on the table she mixed wine and water. From her garden she took fresh fruit such as apples, figs, and grapes. She heaped the fruit on the table by the wine. The food was plain but it was a good meal. As their guests ate hungrily, neither Baucis nor Philemon cared that the food they were using for their guest would usually last them a whole week.



As the last wine sank low in the bowl, Philemon rose to get some more. As he returned with the wine container, he discovered to his amazement that the bowl was already full. Philemon and Baucis were frightened because they knew that their guests must be gods.

"Do not be afraid," commanded Zeus. "Today you have welcomed us when richer men have turned us away. You shall be rewarded for your kindness. What would you most like to have?"

"We have lived together for many years," Philemon replied. "Now we are growing old and our years of companionship are almost over. As we have lived together while we lived, let us die together when we die so neither of us will be left in loneliness."

"Your wish shall be granted," declared Zeus as he and Hermes rose to depart, "but there shall be more. Since you have honoured the gods while you had little, you shall have more. Now, look at your cottage."

The shabby little cottage had turned into a neat and shiny little temple. For many years Baucis and Philemon served as priest and priestess in their beautiful little temple. The people who came to worship the gods left offerings for the support of the old couple. Then one evening the elderly couple disappeared. Near the pathway in front of the temple, two tall trees appeared, nodding and whispering in the breeze.

2. What is the **moral**, or the lesson, to be learned from reading the story?

Let's complete our introduction to psychological needs in ancient Greece by doing some thinking about the things we do to satisfy psychological needs. Psychological needs involve personal choices because each person has special things that work best for him or her.

3. When you have the need to **learn** something, what activities do you do to satisfy that need? List some activities, using single words or phrases.

4. When you have the need to **relax** and have a good time, what activities do you do to satisfy that need? List some of them, using single words or phrases.



CHECK YOUR EXERCISE 1 ANSWERS AT THE END OF THIS LESSON

EXERCISE 2: Religion

In early times the people of Greece worshipped many gods. Every tree, every flower, the sky, the earth—each one had a spirit. To the Greeks the whole world was filled with gods. They believed that **satyrs** (woodland gods who were half human and half horse) lived in the forests. They believed that thousands of **sea nymphs**, who were beautiful maidens with green hair, danced in the sea. They believed that the gods of the wind rode in the air. Although there were many lesser gods and local gods connected with households and daily activities, the **Olympic gods** were important to all the Greeks.

Who were the Olympic gods? The Greeks believed their gods lived in a large family in a land beyond the clouds that gather over the high peak of **Mount Olympus**. They were ruled by their king, Zeus.

Turn to the text and read pages 113 to the end of the list on page 116 to find out more about the gods.

1. Name the **THREE gods** or **goddesses** pictured on page 115. Tell what clues you used.

The Greeks believed the gods and goddesses had superhuman strength. The gods looked and acted like humans but they were superior to humans in many ways. They believed the gods were **immortal**, which means they would never die. The gods enjoyed many of the same things people did, like food, clothing, music, dancing, and sporting events. The gods also had feelings like people do. They could be cruel, kind, peaceful, violent, loyal, and jealous. The Greeks believed the gods had both positive and negative characteristics.

Thunder, death, and diseases were some of the ways the gods showed they were not pleased with the behavior of the ancient Greeks. If the gods were pleased, they would send rain for the farmers' crops and grant people other favours as well. The gods controlled the weather, the growth of crops, disasters like earthquakes, and movement of the Sun, Moon, and stars. The Greek gods and goddesses sometimes interfered with what was happening in the daily lives of people. The ancient Greeks believed that the gods could directly change events in their lives.

Worship of the gods was a concern of the whole community in ancient Greece. Many houses in Athens had small altars, usually located in the courtyard. (See the picture to the right.) There were no written rules telling them how to worship the gods. They were just expected to show respect. The Greeks did this by prayers and offerings. Each day a simple offering of fruit and vegetables was made. Priests helped guide people through more official ceremonies so that the people would not say or do anything that would anger the gods.



Finish reading Chapter 15 in the text, pages 116-117.

2. Why do you think that the ancient Greeks believed the stories that were told about the gods and goddesses?

3. a. What was the purpose of the **oracle** at Delphi?

- b. Give ONE example of a question you might ask the oracle.

4. Why was it considered part of good citizenship to remember to worship the gods and provide offerings for them?

EXERCISE 3: Entertainment

People like to laugh, have fun, and visit with friends and neighbours. That's part of our **entertainment**. The ancient Greeks were no different. Sharing good times with others brings people together and gives them a feeling of belonging to a community. When people can play together, the bonds between them are strengthened, so they are also able to work together and give each other support.

Some kinds of everyday entertainment the Greeks enjoyed were very similar to activities you would do today to relax and have fun. Of course, you will see that there are some differences as well.

Festivals were special occasions for the Greeks that satisfied two very important psychological needs—the need to experience enjoyment and the need to believe in their religion. Many things were done to celebrate the festivals. All shops were closed and the government Assembly did not meet on that day. Sometimes the Athenians even went so far as to let prisoners out of jails so that they could attend the festivals.

Turn to the text and read Chapter 13 (pages 101-104) to get some ideas about Greek entertainment and festivals.

1. What did citizens do at the **gymnasium**?

2. a. What are **rites**?

- b. Give ONE example of a rite performed at the **Festival of Panathenaea** (text page 103).

- 3. How did festivals satisfy **social** needs as well as psychological needs?

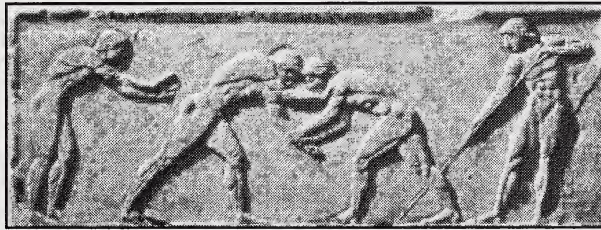
- 4. a. List a few Greek **toys** or **games** which were similar to toys and games today.

- b. Suppose the ancient Greeks had **video games**. What would they be like? Briefly describe ONE example of a Greek video game.

EXERCISE 4: The Olympic Games

Psychological needs are needs related to the mind. If you have ever watched an Olympic competition you know that it is a very physical, athletic event. Then how are the two connected—an athletic competition and psychological needs?

For the athletes themselves, being a strong competitor is not only a physical challenge but a **mental** one as well. Many athletes spend hours and hours practising the physical skills related to their sport, but at the same time mentally concentrating on what they must do to get the most out of their bodies. The ancient Greeks believed it was their duty to offer the gods a good, strong body that would be worthy of competing in the games at the religious festivals.



This wall sculpture shows Olympic competitors preparing for racing, wrestling, and javelin throwing.

We learned in Exercise 3 that one method of worshipping the gods was to hold a festival. During the festival, athletic games were held to honour different gods. The oldest of these games were those held at Olympia in honour of Zeus. Crowds of people gathered at Olympia in the early fall to take part in the festival. The games were so important that a herald proclaimed a sacred **truce** for the games, and all wars stopped for that time. So, the Olympic Games were a religious ceremony as well as a physical competition.

Turn to the text and read pages 124, 125, 127, 128, and the first part of page 129 to discover more information about the Olympics.

1. a. What is a **truce**?

b. What effect did the truce during the Olympic Games have?

2. How were the winning athletes treated?

3. How did the Olympic Games show that Greece was a **sexist** society?

4. a. If you were a **reporter** at the Olympics in ancient Greece, from which event would you choose an athlete for an interview?

- b. What TWO questions would you ask the athlete?

First: _____

Second: _____

- c. Is either one of your questions connected in any way to **psychological needs**? Explain your answer.



CHECK YOUR EXERCISE 4 ANSWERS AT THE END OF THIS LESSON

EXERCISE 5: Theatre, Literature, and Architecture

Artistic activities helped to satisfy the psychological needs of the Greeks in important ways. They provided a means of artistic expression for the artists. They also provided enjoyment for people who were spectators of these activities. The Greek theatres and temples were meeting places for the people of ancient Greece. Here they had the opportunity to meet friends and neighbours so that they could share their beliefs and ideas. Artistic activities allowed the ancient Greeks to think about important ideas beyond their day-to-day tasks. It is easy to see the connection between each activity and psychological needs.

Theatre

Turn to the text and read pages 106-110 (top) to find out more information about the theatre. Take a good look at the picture on page 107.

1. Suppose you are sitting at the top of the theatre on page 107. Greek theatres had no microphones or speakers. How would you hear the play?

2. The theatre obviously satisfied the people's psychological need to **enjoy** something. How did it satisfy their psychological need to **learn** or to know something?

Architecture

The ancient Greeks constructed beautiful temples and public buildings. You remember that more effort and time was spent on these buildings than on their homes. **Architecture** is the design of buildings. The architect must have creative, artistic ideas. The architect must also have a good knowledge of building materials and engineering, so the buildings will be safe to inhabit. Most of the Greek public buildings were made from limestone, sandstone, and marble. Stone was hauled over great distances. The stone was cut and carved. Pulleys and ropes moved the big, heavy stones into place. The Athenians did not use cement to join the pieces of stone. Instead, the shape and weight of each stone would keep it in place in the structure, which is even more remarkable!

Turn to the text and read pages 119-122 to find out more about architecture and temples. Take time to enjoy the pictures.

4. Why were temples located on the **acropolis**?

EXERCISE 6: Philosophy, Science, and Medicine

Why is the world as it is? Why are people given the chance to live on this earth? How should people behave toward each other?

These are some of the questions that puzzled the people of ancient Greece. They believed that thinking and sharing ideas were the most important psychological needs. They wanted to know many things. They thought about these ideas and talked to each other about them.

Philosophy and Science

In the city-states lived men who tried to understand the world without using myths. They encouraged others to do a lot of thinking and to question the way things were. These men were called **philosophers**. The word **philosophy** comes from the Greek words *philo* (love) and *sophos* (wisdom), meaning the love of wisdom.



One of the philosophers in Athens was a man named **Socrates**. He was a squat, pug-nosed, awkward individual who was often ridiculed by the people of Athens. But they discovered that this odd-looking fellow was very clever and had a keen sense of humour. He became the idol of the younger, aristocratic men of Athens. He spent much of his time talking to young men, asking them questions, and helping them to discover the weakness of their logic. This taught them to think more clearly.

Science was not a separate subject to the early Greeks. It was just another area of thought for the philosophers. Greek thinkers were especially interested in mathematics, astronomy, and biology.

Greek scientists made many amazing discoveries considering they did not have the advanced equipment and technology that we have. They believed the world was round, not flat as many people of that time thought. They knew our earth was part of the solar system. One Greek scientist used mathematics to figure out the **circumference** of the earth, or the distance around the earth. The science of astronomy was used to explain the movement of the planets and stars. Greek scientists knew how to measure time. A clock was built in a tower, called the Tower of Winds, beneath the acropolis in Athens. On one side of the tower was a pointer that measured the seasons.

Read the text pages 64-65 to learn about a few Greek philosophers and scientists.

1. Here are some examples of words of wisdom from ancient philosophers.
 - a. We should behave to our friends as we would wish our friends to behave to us.--Aristotle
 - b. The greatest griefs are those we cause ourselves.--Sophocles
 - c. There are two sides to every question.--Protagorus
 - d. Do not count your chickens before they hatch.--Aesop
 - e. Once harm has been done, even a fool understands it.--Homer

Choose ONE of the quotations from the sayings above and explain what it means to **you**.

2. **Plato** and **Aristotle** (pages 64-65) did not seem to agree with **democracy**. Tell how they think the Greeks should have been governed.

Medicine

The Athenians developed many useful medical practices to improve the health of the people. Doctors spent much time studying human health. They used animals to learn more about the human body and its organs. The early Greek doctors knew that blood moved through the arteries and that nerves sent messages from the head, hands, and feet to the brain.

One of the best known Greek doctors was **Hippocrates**, who lived around 400 BC. In the school he started, medicine was studied as a science. He wrote many articles on injuries and diseases. Nowadays medical doctors promise to honour the **Hippocratic Oath**, which is a pledge that doctors make to treat the sick to the best of their ability, and to respect their patients.

Learn more about Hippocrates and Greek medicine on text pages 55-56.

- 3. Misha, an ancient Greek child, has a bad cut on her hand which was not bandaged or treated. Her hand is now red, swollen, and throbbing. Her mother says one of the gods is angry because Misha is sometimes lazy and tends to gossip about family members. Her mother says she must provide a daily sacrifice of grapes and olives on the family altar.

The neighbourhood doctor, Tita, explained the wound by saying it was due to natural causes. A break in the skin allowed germs to enter, causing swelling and pain. The wound must be cleaned and bandaged.

Why was the medical knowledge gathered by the early Greek doctors such an important breakthrough for the treatment of diseases?

- 4. What did most Greek doctors believe was the cause of diseases?

EXERCISE 7: Review

In Exercise 1 we began our studies by finding out more about **psychological needs**, or needs of the mind. Satisfying our psychological needs helps us to learn, to enjoy life, and to form good beliefs to guide us in life. The ancient Greeks taught many important lessons on how to behave by using stories in the form of **legends**.

In Exercise 2 we studied some of the interesting ideas that the ancient Greeks had about **religion**. They believed that the major gods, ruled by Zeus, lived in the clouds near Mount Olympus. The gods were superior beings who could change human affairs. The **oracle** at Delphi was famous for bringing messages from the gods through a priestess.



The isolated, mountainous site of the temple at Delphi added to the mystery of the oracle.

In Exercise 3 we learned that the Athenians **entertained** themselves in many ways. Children played many games. The men went to the **gymnasium** to be with friends. Several major **festivals** were held every year. During the festivals the people would visit with friends and neighbours as well as spend time worshipping the gods.

In Exercise 4 we studied a special event started by the Greeks many hundred years ago—the **Olympics**. The Olympics were so important that all wars stopped so that people could participate in the games. The Olympic Games honoured the god Zeus. Only free citizens of Greek cities could compete as athletes. Women could not participate or even watch the games. The winning athletes brought much honour to their cities.

In Exercise 5 we examined a variety of ways people were **creative**—in **theatre**, in **literature**, and in **architecture**. The Greeks were skillful in building huge theatres on hillsides, forming a semi-circle around a stage. All actors were males. They wore masks to give the audience information about their characters. The Greeks put most of their efforts into beautiful **temples** and public buildings. The **Parthenon** is one of the most famous temples in Greece. It was built to honour the goddess Athena.

Finally, in Exercise 6 we saw how challenging psychological needs are met in **philosophy**, **science**, and **medicine**. The Greeks had many talented thinkers in each of these areas. Socrates, Plato, and Aristotle were three philosophers that are still well known. Many scientific discoveries laid the way for the technological advances we enjoy today. One of the most famous Greek doctors was **Hippocrates**, who has been a model for other doctors to follow over the years.

The ancient Greeks were quite aware that satisfying psychological needs is important if a society is to grow and develop.

1. You learned many new words in Lesson 11. Match the words from the list below with their meanings or definitions. There are some words in the list that you will not be able to use.

discus	Athena	trinkets	acropolis
Pythia	Zeus	masks	marble
Parthenon	sanctuary	comedy	agora
Plato	pentathlon	lyre	omen

- _____ 1. priestess of the oracle at Delphi
- _____ 2. a popular Greek musical instrument
- _____ 3. high hill in a Greek city
- _____ 4. a famous Greek philosopher
- _____ 5. the most famous temple in Greece
- _____ 6. ruler of the gods
- _____ 7. part of the costume of Greek actors
- _____ 8. an outdoor market
- _____ 9. a safe, protected place
- _____ 10. an athletic competition made up of five events
- _____ 11. a kind of play performed by the Greeks
- _____ 12. a hard rock used in some buildings and sculptures

2. We know the **Olympic Games** were considered more important than wars because _____

3. Give ONE example of how **philosophers** or **scientists** helped to meet psychological needs in ancient Greece.

4. a. Name **TWO religious festivals** we celebrate today.

b. How are we satisfying our psychological needs when we enjoy religious festivals?

5. Did **women** in ancient Greece have the same opportunities as men to satisfy their psychological needs? Give reasons for your answer.

6. Use this page to make an **advertisement**, or poster, for an upcoming **play**, the **Olympic Games**, or a **festival** in ancient Greece. Tell where the event will be, when it will happen, who is invited, and any special attractions. You might sketch a little picture to emphasize the enjoyment people will have if they attend. Add lots of colour to your advertisement to catch the attention of your audience.

GLOSSARY

acoustics	a system of sound movement
immortal	living forever, not dying
omen	a message or a sign predicting what might happen in the future
satyr	a woodland god that was half person and half horse
truce	an agreement to stop fighting during a war

ANSWERS FOR SELF-CORRECTING QUESTIONS

EXERCISE 1

1. This is student choice and response.
2. Treat others, strangers or friends, with respect. Be hospitable. You shall reap what you sow. The Golden Rule also applies here.
3. Answers will vary. Examples: reading, asking, discussing, viewing, listening, researching
4. Answers will vary. Examples: rest, contemplate, play, socialize, listen, laugh

EXERCISE 4

1.
 - a. A truce is a ceasefire, or an agreement to stop fighting.
 - b. The Olympic Games truce imposed peace, allowed people to travel freely, and helped to unify the city-states in the common purpose of the Olympics.
2. Winners were treated as heroes. They were given recognition at the Olympics, and often given rewards in their own city-states.
3. Women were not allowed to participate in the Olympic Games.
4.
 - a. and b. are both student choice.
 - c. Student questions are related to psychological needs if they deal with mental preparation, achievement, rewards, recognition, or the religious aspects of the games.

ART EXERCISE 6: Printmaking (String outline)

Read about **contour** (*The Elementary Art Book*, page 12) and **string outline prints** (page 63).

Find these supplies:

- a piece of cardboard half the size of this page
- a stiff paintbrush
- thick cotton-like string or cord (not nylon)
- a tube of white glue with a nozzle applicator
- black or brown paste shoepolish, or a tube of water soluble printmaking ink
- a soft-lead pencil

Follow these steps:

1. Sketch the shape of a **fish** on the piece of cardboard. Make dark lines. Leave a border around the fish so the drawing does not go right to the edge of the cardboard.
2. Apply a thin layer of **glue** over the outline (edges) of the fish.
3. Glue thick **string** or **cord** along the glued outline of the fish. (You might also decide to glue inside details like the mouth, gills, scales, or stripes.) Work quickly so the glue doesn't dry before the string is in place.
4. Let the string dry for several hours.
5. With a stiff brush, apply **ink** or **shoepolish** to the top of the glued-on string or cord. Avoid touching the cardboard backing or you will get smudged spots.
6. Grasp the piece of cardboard and **stamp** the inked fish onto the space on the next page. Apply enough pressure so you get crisp lines.
7. Ink the string block a second time and stamp the image again. This time, turn the fish shape upside down, or stamp it at an angle.
8. Ink the string block a third time and stamp it beside the first two images.
9. Send in your finished print.

SPACE FOR FISH PRINT

